DOCUMENT RESUME

ED 195 633 CE 022 537

TITLE	Rhode Island Career Education State Plan. Final Report, 1977-1978.
INSTITUTION	Rhode Island State Dept. of Education, Providence.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
BUREAU NO	554AH70230
PUB DATE	78
GRANT	G007700961
NOTE	92p.: Not available in paper copy due to thin, broken print. For related documents see ED 132 284 and ED 138 786.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Administrator Attitudes; *Career Education; Career Exploration; Career Planning; Community Attitudes; Daily Living Skills; Decision Making Skills; Definitions; Educational Planning; Elementary Secondary Education; Grade 3; Grade 6; Grade 9; Grade 12; Needs Assessment; *Parent Attitudes; *Program Effectiveness; Questionnaires; School Personnel; Self Concept; State Programs; State Surveys; Statewide Planning; *Student Attitudes; Students; *Teacher Attitudes; Tests
IDENTIFIERS	Education Amendments 1974; Rhode Island

ABSTRACT

A statewide career education needs assessment was conducted to evaluate career education in Rhode Island. Items in ten areas (self-awareness, career awareness, attitude development, educational awareness, daily living skills, stereotype elimination, career planning and decision-making skills, information, career exploration, and career preparation) were included in needs assessment surveys administered to teachers, counselors, principals, parents, and members of the business-labor-government community. More than 4,000 students in grades 3, 6, 9, and 12 were tested to determine their knowledge of and attitudes toward career development. Tests revealed that average Rhode Island students could not answer 37 percent of the questions about careers. Students scored strongest in the areas of self-awareness, information, career preparation, and daily living skills. Student deficiencies as perceived by adult respondents differed from actual student deficiencies as indicated by career tests. Adults considered self-awareness and daily living skills most important in relation to career education goals and found information and career exploration least important. Teachers and principals called for more staff training, district-wide coordination of career education programs, more classroom time for career education, and greater collaboration between schools and the community. (Appendixes constituting four-fifths of the report contain the survey instruments). (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED195633

FINAL REPORT

PROJECT NUMBER: 554AH70230

GRANT NUMBER: G007700961

RHODE ISLAND CAREER EDUCATION STATE PLAN

CONDUCTED UNDER

SECTION 406 OF PUBLIC LAW 93-380

RHODE ISLAND DEPARTMENT OF EDUCATION

PROVIDENCE, RHODE ISLAND 02908

1977 - 1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE022537

TABLE OF CONTENTS

		PAGE
1.-8.	Title Page	1
9.	Major Activities	
	A. State Advisory Council for Career Education	2
	B. Assessment of Career Education Needs in Rhode Island	6
	C. Identification of Nationwide Resources	86
	D. Development of Short and Long-Range Plans	86
10.	Evaluation	87
11.	Problems and/or Changes in Project Scope	89
12.	Dissemination Activities	89
13.	Special Activities	89

CAREER EDUCATION PROGRAM

FINAL PROJECT PERFORMANCE REPORT

1. Project Number: 554AH70230

2. Grant Number: G007700961

3. Nature of Report: Final

4. Project Title: Career Education State Plan - Dated 3/14/77
   Amended 6/6/77

5. Period Covered by Report: 8/1/77 - 11/30/78

6. Category of Project: State Plan

7. Project Director: Dr. Frank M. Santoro

   Project Coordinator: Arthur Paul Tartaglione, Jr.

8. Grantee/Assistance Contractor Institution:

   Rhode Island Department of Education
   Division of Development and Operations
   Roger Williams Building - Room 222B
   22 Hayes Street
   Providence, Rhode Island 02908
   (401) 277-2691

9. Major Activities

A. State Advisory Council for Career Education

The Advisory Council met twice during the 1977-1978 planning year. Their major focus was the design and development of the statewide career education needs assessment that would be utilized in validating and/or updating the first draft of the Rhode Island Career Education Plan.

The Core Planning Group, consisting of six Advisory Council members and the State Coordinator, met three times during the year. Their role was to review and select the final needs assessment items that would be included on the student, teacher, principal, guidance counselor, parent, and business-industry-labor questionnaires.

The Advisory Council included representation from the following groups:

1) Major units of the state educational agency
2) Other state government units
3) Business and industry
4) Labor
5) Institutions of higher education
6) School administrators
7) Counselors
8) Teachers
9) Vocational education personnel
10) Parents
11) Students
12) Other interest groups

(Refer to the next page for the listing of Advisory Council Members)

Career Education State Plan Advisory Council

1. (a) State Educational Agency

Arthur Paul Tartaglione, Jr.	State Coordinator of Career Education R. I. State Department of Education
John Wilkinson	Coordinator, Operational Planning R. I. State Department of Education
William J. Nixon, Jr.	Consultant, Public Relations R. I. State Department of Education

(b) State Board of Vocational Education

William Carroll	Chairperson, R. I. State Advisory Council for Vocational Education

2. Other State Governmental Units

Fred Santaniello	Chief of Client Management Section Division of Job Development and Training
Mildred Nichols	Director, Career Counseling Service

3. Business and Industry

Jeannette Tomlinson	Personnel Director A. T. Cross Company
John K. Harwood	Executive Director The Jewelry Institute

4. Labor

Leonard Macari	Representing Operating Engineers Local 57

5. Institutions of Higher Learning

Dr. Peter Maynard	Associate Professor Department of Education University of Rhode Island
Dr. Ronald A. Esposito	Coordinator, Career Education Rhode Island College
John Worsley	Chairperson, Department of Educational and Social Services Rhode Island Junior College

6. School Administrators

Dr. Joseph J. Picano	Superintendent of Schools Cranston School Department
John Smith	Principal B. F. Norton Elementary School Cumberland School Department
Arthur Zarrella	Principal, Central High School Providence School Department
Dr. Robert G. Brooks	Manpower Administrator Providence School Department
James Sullivan	Coordinator, Career Education Cumberland High School Cumberland School Department

7. Counselors

Marilyn Eisenberg	Guidance Counselor Woonsocket High School
Edward J. Myers, Jr.	Elementary School Counselor Director, Career Development Partnership Program Cranston School Department

8. Teachers

Susan Courtemanche	Elementary School Teacher B. F. Norton School Cumberland School Department
James Sullivan	Teacher, Cumberland High School Cumberland School Department

9. Vocational Education Personnel

Norman A. Eichner	Principal, William M. Davies, Jr. Vocational-Technical School
Domenic DiOrio	Coordinator, Cooperative Education Program West Warwick School Department

10. Parents

Eileen Sibielski	Providence
Doris Kushner	Cranston

11. Students

Two representatives from the Youth Advisory Council (comprised of Rhode Island high school students).

12. Other Interest Groups

Eve Gilligan	Staff Member National Alliance of Businessmen
Karen Carroll	Director, Center for Career Education in the Arts
Thomas Schwieger	Group Vice-President Greater Providence Chamber of Commerce
John Ramos	Director, Employment and Education Urban League of R. I.

B. Assessment of Career Education Needs in Rhode Island

Statewide Career Education Needs Assessment (Spring, 1978)

In the Spring of 1978, the Rhode Island Department of Education, in conjunction with Policy Studies in Education of New York City, developed and administered a Statewide Career Education Needs Assessment involving Rhode Island students, teachers, principals, guidance counselors, parents and members of the business-labor-government community. The assessment results were intended to validate and or update the first draft of the Rhode Island Career Education Plan. In this process the above mentioned needs that were identified in previous studies/materials were basically confirmed as existing needs in Rhode Island. In addition, the assessment identified needs in relationship to the ten elements/goals of career education as outlined by the Rhode Island Career Education Plan (refer to page 21).

During this assessment, classroom teachers, guidance counselors, school principals, parents, and members of the business-labor-government community were asked to rate the importance of each career education goal listed in the survey questionnaire and to rate how well each goal is currently being accomplished by elementary and secondary schools in the state. Classroom teachers, guidance counselors and school principals were asked what training they have had in career education, their opinions about how career education should be conducted, how they carry out career education - if at all - at present, and what additional help they need to do a better job. Parents and members of the business-labor-government community were asked what part career education should have in school programs and how they themselves were currently participating in career education in the elementary and secondary schools, if at all. Students in grades 3, 6, 9, and 12 were tested to find out what they currently know and feel about career development.

This combination of data from the community, from teachers, counselors, and principals, and from students describes both the current climate for career education and the current status of career education in Rhode Island. This data also reflects what has been accomplished in the past through the efforts of state and local school and community personnel, at the same time, this data projects the future in career education by revealing both what has to be accomplished - specifically, what students have to learn - and the climate available for accomplishing it.

Some of the needs identified in the Statewide Career Education Needs Assessment were as follows:

Needs of Students

More than 4,000 students in grades 3, 6, 9, and 12 were tested to determine their knowledge of and attitudes toward career development.

Each test consisted of 40 multiple-choice questions, with four questions written to match each of the ten Rhode Island goals for career education. Thus every student in every grade was tested on every goals with four separate multiple-choice questions.

The overall results illustrated that the average student in Rhode Island cannot answer 37% of the questions asked about careers--questions dealing with what students know and what they feel. (See Table 1.)

Inasmuch as the test questions deal with matters which should, ideally, be familiar to all students and are built around the specific goals of the Rhode Island Career Education Plan, one would wish for more favorable results. That is, it seems that students need to know more about career development.

Overall, it appears that Rhode Island needs a stronger career education program at every grade level.

Inasmuch as test questions were developed to match each of the ten goals, student performance can be analyzed to see if students are accomplishing some goals better than others.

Table 2 shows that students are indeed doing better in learning some goals than others. The following list of goals (taken from Table 2) displays the goals in rank order, with weakest performance at the top of the list and the strongest performance at the bottom.

1.) Stereotype Elimination

2.) Attitude Development

3.) Career Planning and Decision-Making

4.) Educational Awareness

5.) Career Exploration

6.) Career Awareness

7.) Daily Living Skills

8.) Career Preparation

9.) Information

10.) Self Awareness

The adults in Rhode Island who are in a position to observe students--their teachers, counselors, principals, parents, and members of the business-labor-government community--were asked their opinions about the difference between what students need to know and what they actually do know. The student "deficiency profile" drawn by adults differs somewhat from the deficiency profile revealed by student test scores. Adults see students as most deficient in goal areas related directly to employment, areas like the following: (See Table 3.)

2.) Attitude Development

10.) Self Awareness

3.) Career Planning and Decision-Making

7.) Daily Living Skills

8.) Career Preparation

Adults see students as relatively better off in goal areas having to do with general information and awareness such as these:

13.) Stereotype Elimination

9.) Information

5.) Career Exploration

4.) Educational Awareness

6.) Career Awareness

While the differences are not large, it is apparent that adults view students as somewhat better aware of and informed about the world of work than ready to participate in it. (See Table 3.)

That this is an accurate reflection of what adults value most for students is verified by what adults select as being the most important and least important career education goals, as shown by the following list: (See Table 4.)

Most Important

1.) Self Awareness

2.) Daily Living Skills

Least Important

9.) Information

10.) Career Exploration

Self Awareness includes not only self-understanding but an understanding of others and the motivation to achieve. Daily Living Skills include basic academic skills (computation, communication, etc.) applied in practical life situations as well as economic understanding and consumer competency. Adults regard these as extremely important for Rhode Island students to achieve.

But despite the differences in the importance adults attach to various career education goals, what is most worth noting is that they regard every one of the ten Rhode Island goals as being important. On a scale from 0 to 100, no goal received a score of less than 82. (See Table 4.)

But, to summarize statements made earlier, adults believe that student learning of these important goals is falling short. On a scale from 0 to 100, the typical difference between the importance of goal and the degree to which students are accomplishing it is 37 points.

In short, adults in Rhode Island believe that the goals of career education are important and that students are not accomplishing them satisfactorily.

Principals and teachers were asked to identify types of students for which career education is important. The table below shows what they said.

Type of Students	% of Principals and Teachers Calling Career Education Important For These Students
High School Students	93
Non-College-Bound Students	92
Drop-out Students	88
Handicapped Students	88
Disadvantaged Students	87
Middle or Junior High School Students	81
College-Bound Students	76
Gifted and Talented Students	76
Elementary Students	76

It is clear that a majority of principals and teachers--an overwhelming majority, in most cases--think that career education is important for all kinds of students.

Needs of Teachers and Principals

Most principals, teachers, and counselors need training in career education, according to the survey findings. While a minority of the professional staff has had some training in career education, that training has usually been quite brief and has not covered fundamental topics in career education.

Training the professional staff is an essential first step in introducing career education. The staff needs to understand the purposes of career education, how it differs from vocational education, how it differs from what is already happening in the basic skills and the academic subjects, and what administrators and teachers and counselors must do to

produce a strong program. Information on which professionals have been trained in career education is roughly equivalent to information on which professionals are able to carry it out. It is reasonable to say that those who have not had training in career education need to get it before they can conduct programs.

About 35% of the principals say that none of the teachers or other professional staff in their schools have ever received any training in career education. Another 40% of the principals say that fewer than 25% of the teachers or other professionals have received training. About 15% more place the percent trained in their schools at between 26% and 50%. Only 7% place the number trained at between 76% and 100%. Thus there is virtually no school in which the entire professional staff has been trained in career education.

Principals

A majority of principals have been trained in career education at some point in the past. But only a minority of the approximately 65% who have been trained has spent an appreciable amount of time in training.

It seems clear that Rhode Island principals need additional instruction in career education if they are to become effective planners and supervisors.

Teachers

Teachers were asked whether they have had career education training and, if so, how much. Almost 60% indicated that they have had none. (This figure is in keeping with the estimates given by principals as to what proportion of the faculties in their buildings have been trained.)

Of those who have been trained--nearly 60% have had less than 10 hours of instruction. This means that only about 15% of the classroom teachers in Rhode Island have received more than 10 hours of training in career education--probably the bare minimum that would be necessary to acquaint them with the concepts of career education and give them beginning skills in carrying it out in their classrooms.

Teachers who had been trained provided the following information on the topics of that training:

Career Education Topic	Teachers Trained in Topic
Orientation to and Description of Career Education	29%
Information About the World of Work	29%
Goals and Objectives of Career Education	27%

Career Education Topic (cont'd)	Teachers Trained in Topic (cont'd)
Instructional Materials Available in Career Education	24%
Community Resources Available and Useful for Career Education	21%
Teaching Methods Appropriate to Career Education	21%
Understanding Your Role in Career Education	21%
Curriculum Development Procedures in Career Education	20%
Selection of Career Education Instructional Materials	16%
Information About Career Education Programs in Other School Systems	4%

The above description of the training curriculum makes it quite clear that even those teachers who have been trained do not have grounding in many of the essential topics in career education. It is clear from these data that more teachers need to be trained and that more teachers need to be trained in more of the content of career education if they are to be effective in their classrooms.

Needs of Schools

School principals, classroom teachers, parents, and members of the business-labor-government community were asked a number of questions about what schools need if they are to do a good job in career education. The parents and community leaders were asked whether they would be willing to help, especially to help the schools in making use of community resources.

The answers given by the professional staff indicated good insight into what the schools need; the answers given by parents and community leaders indicated a definite readiness to help.

School Environment

A suitable school environment for career education can only be created through concerted action by the school committee, school administrators, and classroom teachers:

School Committee Philosophy and Policy. Most Rhode Island schools (75%) are located in districts which have issued a statement of philosophy or a list of broad goals referring to

career learning. Of the many school districts with such statements, a slight majority have also adopted a more specific written statement of policy dealing with career education. Thus about half the schools in Rhode Island enjoy a climate of explicit endorsement of career education from their local governing boards.

Administrative Arrangements. Only about half of the schools in Rhode Island are located in school districts which provide a district-wide coordinator of career education to administer the program. Experience elsewhere has shown that the appointment of such a person--either full-time or part-time--is instrumental in initiating career education and in maintaining continuing interest in it. The many duties performed by such professional leaders include arranging inservice training for principals, teachers, and counselors; locating and helping the professional staff select suitable instructional materials; establishing a set of career learning objectives for students in all grades; and arranging for the use of community work sites by students and visits to schools by employers, union leaders, and workers. Half the school districts in Rhode Island have not designated a person to provide such services.

Half of the school principals in Rhode Island have taken part in planning for career education in their schools or districts. A slightly larger fraction incorporated career education as a topic in one or more faculty meetings during 1977-78. About 60% talked with individual classroom teachers during that year and encouraged them to carry out career education activities.

It is evident that while the administrative arrangements for career education are satisfactory in about half the school districts in Rhode Island, improvement is needed in the other half.

Curriculum Placement. Career education has found its most ready acceptance in vocational subjects such as business education, home economics, industrial arts, and distributive education--according to the Rhode Island teachers surveyed. (They may have some difficulty in distinguishing between career education and vocational education and their views may have been influenced accordingly.) The teachers also reported that career education was becoming established in elementary school self-contained classrooms and in high school academic classrooms as well as in such subjects as art, music, and physical education, but career education had not emerged in 75% of the classrooms, irrespective of subject field or grade level, according to the teachers. Thus, considerably more needs to be done to see that all students are exposed to career concepts in every subject field at every grade level.

Teaching Practices. Only about 30% of the students in Rhode Island were taught career related information and concepts for as much as one hour per week as a part of their basic instruction. About half got less than one hour a week, while 20% got

no instruction at all--according to their teachers. It seems likely that a minimum of five hours of instruction per week would be necessary to teach students what they need to know and feel about themselves and about their future career options. A great deal more must be done to provide that amount of instruction.

Instructional Materials. Most teachers depend on attractive instructional materials, suited to the subject fields and grade levels they teach, in order to carry out classroom instruction. Most teachers in Rhode Island know the whereabouts of career materials in their own schools, but only about half know about materials available elsewhere. Specifically, some 20% of the teachers do not know of materials in their own schools; some 50% do not know of materials in their school districts; some 65% do not know of materials in their regions; and some 50% do not know of materials available statewide.

It appears that acquainting teachers with career materials would lead to some increase in career education, but that the leadership of career specialists and firm administrative support would probably be necessary as well.

Community Environment

A suitable community environment for career education can only be created through collaborative action on the part of school officials and the community leaders and active cooperation on the part of teachers and parents.

Job Experience. About 70% of the students in Rhode Island did not have the valuable experience of learning about the actualities of work through direct contact with the workplace. Their schools did not provide internships, shadowing programs, or the forms of work experience. Moreover, as indicated below, about the same fraction did not get exposure to the workplace even through brief visits or schoolroom contact with employers, urion leaders, and workers.

Visits and Speakers. An impressive 75% of Rhode Island students did not observe work being performed at places of employment through school-sponsored trips in the 1977-78 school year. Moreover, nearly 60% did not have the benefits of schoolroom visits by workers in 1977-78 to discuss the realities of the workplace.

Students need to get a realistic perception of the workplace, either through actual hands-on experience or through brief tours of job sites or through interviewing workers in stores and factories and offices or in classroom settings. There is probably no satisfactory substitute for this kind of direct experience. But a heavy majority of Rhode Island students are not now getting it.

Community Leaders. A substantial cross-section of the business-labor-government community was surveyed to find how important they think it is to infuse career content into school programs, how they are currently participating in accomplishing that, and whether they are willing to help. Their answers give encouraging evidence of their strong interest in career education.

About 25% of all community representatives came into Rhode Island elementary or secondary schools during 1977-78 to talk with students about what their jobs are like and about what students can anticipate in the world of work. Many more were willing to come--an impressive 60%. If all of this potential were to be tapped, school visits by these community leaders could be more than doubled.

A significant number of those surveyed hold administrative positions in government agencies or commercial organizations whose employees visited Rhode Island classrooms in 1977-78. Twice that many said they were willing to have employees of their organizations do so in the future.

More than 40% of the representatives arranged for students to visit their agencies or firms to watch work and talk with workers during 1977-78. Almost twice that many indicated that they would be glad to have groups of students visit their organizations for the same purpose in the future.

Some 50% of the representatives are employed in places which provided work experience for qualified high school students during 1977-78 and some 60% said that they would welcome students as part-time and temporary workers in the future.

One significant way to have community representatives help the schools is to have them advise teachers on the design of curricula which reflect career applications of what the schools typically teach. Only about 10% of those surveyed said that teachers had invited them to advise on curriculum design during 1977-78--a sharp contrast to the 60% who said they were available to offer such advice. This seems to be a clear case of an opportunity waiting to be used.

Parents. The survey questionnaire asked parents whether they had taken part in career-related activities in the school, such as visiting a classroom to discuss their occupations with students, during 1977-78. While only about 20% indicated that they had done so, about 65% said that they are willing and only a negligible 10% declared themselves unwilling.

It seems evident that schools in Rhode Island need to take better advantage of the considerable pool of interested talent comprised of parents, and the business-labor-government community.

Services Wanted by Schools

What do school personnel think they need in order to mount effective career education programs? Principals, teachers, and guidance counselors were asked their opinions and the table below shows their combined viewpoints about what local conditions are needed. The items in the table appear in the rank order in which they were placed by the professional staff. However, the differences are not great: all of the items are regarded as desirable by principals, teachers, and counselors.

Local Conditions Needed	Teachers, Counselors, and Principals Combined Opinion Need Index*
1. Community Support and Endorsement	87
2. Administrative Support and Endorsement	86
3. Career Education Instructional Materials	86
4. Workshop and Inservice Training for Support Staff	85
5. Recruitment and Use of Community Resources	85
6. Career Guidance Training for Counseling Personnel	82
7. Job Market Information and Trends	82
8. Plans and Procedures to Guide Career Education Implementation at School and District Levels	76
9. Visits to and from Staff and Schools Already Practicing Career Education	76

*On a scale for 0 to 100

Adult Attitudes Toward Career Education

Professional staff, parents, and community representatives agree with the major tenets of career education and consistently reject statements suggesting that it has limited value or that is should have limited scope in the school curriculum.

There is widespread agreement among professionals and citizens that instruction in basic skills should include a wide variety of practical or career applications. They agree that career education can strengthen students' achievement in reading and mathematics and that integrating career concerns into such subjects as geometry, social studies, and foreign language will not damage those subjects.

Professionals and citizens agree that high school students need direct contact with the workplace and the hands-on experience should be a part of every high school student's education.

They think that career education should be available from kindergarten through grade 12 and that career information should be infused into every subject in the school curriculum, with a resulting improvement in the quality of Education.

Finally, they reject the idea that schools cannot afford career education and they reject the idea that local schools should expect state and Federal governments to pay the full costs of career instruction.

In the past several years, many educators in Rhode Island have responded to the above identified needs, but in order to insure that all students are provided with the opportunities essential to fulfill their personal and career development the Rhode Island Career Education Plan has been developed.

Rhode Island schools need career education for all students to prepare them to make the transition from school to the real world. Past efforts have concentrated on preparing students for the next educational level, consequently students have generally deferred their career planning until they have nearly completed or have completed their school years. In this process students have difficulty relating their education to their future life goals. We need career education to provide students with self-awareness, exploration, information, motivation and preparation to meet their personal and career development needs. We need career education concepts utilized by educators as an instructional and motivational tool. In conclusion we need school districts to develop career education plans that will strive to fulfill three of the goals as stated by the Rhode Island Board of Regents for Education:

Personal Goal - "An opportunity for each person to grow toward self-understanding and to determine personal goals, values and attitudes."

Economic Goal- "An opportunity for each person to be able to choose a career suited to his talents and aspirations, and to acquire the competencies and capabilities to pursue that career."

Relevance Goal- "Increase the understanding of students and teachers at all levels of the world of work and its relationship to the classroom so that the 'practicality' of some learning may be understood and so that career choices can be better made."

Table 1

CAREER KNOWLEDGE AND ATTITUDES

STUDENT TEST PERFORMANCE

Percent Incorrect Answers by Grade and By School District Size

GRADE	ALL STUDENTS	SCHOOL DISTRICT SIZE		
		SMALL	MEDIUM	LARGE
3	40	39	38	44
6	42	44	41	41
9	35	35	34	34
12	30	25	32	32
AVERAGE	37	36	36	38

Small - Fewer than 3,000 students

Medium - 3,000-8,500 students

Large - More than 8,500 students

Table 2

CAREER KNOWLEDGE AND ATTITUDES OF STUDENTS

STUDENT TEST PERFORMANCE

Percent Incorrect Answers By Goal and By Grade

GOAL	GRADE				GOAL AVERAGE
	3	6	9	12	
1. Stereotype Elimination	49	66	46	31	48
2. Attitude Development	45	40	57	30	43
3. Career Planning & Decision Making	53	38	32	33	39
4. Educational Awareness	35	40	44	33	38
5. Career Exploration	28	55	39	25	37
6. Career Awareness	45	43	20	37	36
7. Daily Living Skills	45	28	37	31	35
8. Career Preparation	30	45	28	24	32
9. Information	30	36	26	30	31
10. Self Awareness	42	29	20	27	29
GRADE AVERAGE	40	42	35	30	37

Table 3

CAREER EDUCATION GOALS

STUDENT TEST PERFORMANCE AND ADULT OPINION OF STUDENT NEED

Percent of Incorrect Student Answers on Tests
Compared to Adult Opinions of Student Need

GOALS	PERCENT OF STUDENT ANSWERS INCORRECT	ADULT OPINION NEED INDEX*
1. Stereotype Elimination	48	23
2. Attitude Development	43	43
3. Career Planning & Decision-making	39	40
4. Educational Awareness	38	38
5. Career Exploration	37	33
6. Career Awareness	36	38
7. Daily Living Skills	35	40
8. Career Preparation	32	40
9. Information	31	28
10. Self Awareness	29	43
AVERAGE	37	37

*A measure of the gap between the rated importance of a career education goal and the rated current achievement of that goal by students in Rhode Island. The maximum possible gap is 100 points; the minimum is 0 points. The scores show a typical gap of about 37% between what sudents know and what is important for them to know, in the opinions of teachers, counselors, principals, parents, and community representatives.

Table 4

CAREER EDUCATION GOALS

Importance For Schools To Achieve

GOALS	ADULT OPINION IMPORTANCE INDEX*
1. Self Awareness	94
2. Daily Living Skills	90
3. Attitude Development	88
4. Career Preparation	88
5. Career Awareness	86
6. Educational Awareness	86
7. Career Planning & Decision Making	86
8. Stereotype Elimination	84
9. Information	82
10. Career Exploration	82

*On a scale from 0 to 100.

CAREER EDUCATION

Definition

Career education is a person-centered developmental and collaborative effort by educators, parents, and the business-industry-labor-professional-government community to assist all persons by creating experiences that provide them with self-awareness, exploration, basic skills, information, motivation, and preparation to meet their personal and career development needs. This developmental concept encompasses educational experiences beginning with earlier childhood and continuing throughout an individual's life, aiding them in making informed decisions at various life stages through curriculum, counseling and community.

Elements of the Concept

1. Self-Awareness - Students will develop a positive attitude toward self and others, an awareness of personal aptitudes, interests, abilities and values, and motivation to accomplish personal goals.

2. Career Awareness - Students will develop a continuing awareness of occupational opportunities and relate these opportunities to personal aptitudes, interests, abilities and values.

3. Attitude Development - Students will develop an understanding of the contribution of work to self-fulfillment and to society.

4. Educational Awareness - Students will recognize the relevance of their educational and work experiences as a contributing part of personal career development.

5. Daily Living Skills - Students will achieve sufficient economic understanding, consumer competency, and competency in the basic skills (computational skills, communication skills, interpersonal skills, and psychomotor skills) required for daily living and adaptability to our rapidly changing world.

6. Stereotype Elimination - Students will understand that their own career planning should not be limited by sex, race, age, and handicap stereotyping.

7. Information - Students will have informational resources to enhance their career development, i.e. literature, audio-visual materials and kits, that are concerned with self-awareness, career awareness, career exploration, and decision-making skills.

8. Career Exploration - Students will explore career possibilities to increase awareness and understanding of the occupational options available to them, and to explore in-depth various options that are of interest to them.

9. Career Planning and Decision-Making Skills - Students will possess decision-making skills such as gathering information, weighing alternatives, determining strategies and taking action, and also will be able to understand how various career options influence an individual's lifestyle.

10. Career Preparation - Students will have academic, vocational and personal skills which are consistent with their career interests and abilities, and will possess skills which will enhance job searching, job getting, job keeping and job changing opportunities.

STATEWIDE NEEDS ASSESSMENT

SURVEY QUESTIONNAIRES

Teacher: Read all items to students.

POLICY STUDIES IN EDUCATION
680 FIFTH AVENUE • NEW YORK, N.Y. 10019 • (212) 265-3350

RHODE ISLAND DEPARTMENT OF EDUCATION 1.1
CAREER EDUCATION ASSESSMENT

GRADE 3--STUDENT TEST 2.1

Name of School District_____

Date_____ X. W. S

Check One: Girl ____ 6.1
Boy ____ 6.2

Directions: For each question, circle the number of the answer choice that you think is best.

1. A personal interest is something you

7. 1. have to do.
2. like to do.
3. do very well.
4. are born with.

2. If you were a high school student, you could probably work at McDonald's as a kitchen helper if you liked working

8. 1. in the evenings.
2. with others.
3. with foods.
4. All of the above

3. A good way to tell if you did something well is if

9. 1. others tell you you did well.
2. you are pleased with what you did.
3. you get a reward.
4. your teacher shows it to everyone.

4. You can learn new things

10. 1. only when you are young.
2. when you are in high school.
3. after you become an adult.
4. your whole lifetime.

© 1978, Policy Studies in Education
A DIVISION OF THE ACADEMY FOR EDUCATIONAL DEVELOPMENT

5. If you were doing the food shopping, which subject would help you the most?

11. 1. Spelling
2. Health
3. Math
4. All of the above

6. If you wanted to find out about the work a pilot really does, you would learn the most by

12. 1. talking to some pilots.
2. reading books about airplanes.
3. making believe you are a pilot.
4. watching a movie about pilots.

7. Which workers do <u>not</u> work for the city government?

13. 1. Mayors
2. Police officers
3. Sales persons
4. Fire fighters

8. Third graders need to make decisions when they

14. 1. build clubhouses.
2. buy books.
3. watch T.V.
4. All of the above

9. If you do a task all by yourself, you are working

15. 1. as a co-worker.
2. as a supervisor.
3. independently.
4. cooperatively.

10. Which of the following is <u>not</u> a reason to become a teacher?

16. 1. Liking children
2. Enjoying movies
3. Liking to help people learn
4. Needing to earn money

11. An important reason why people work is to earn money and because

17. 1. the laws say they have to work.
2. they enjoy the work they do.
3. they are grown up.
4. they don't want to stay at home.

12. Which of the following are things the school has to pay for

18. 1. Electric lights
2. Clean restrooms
3. Teachers
4. All of the above

13. Boys are probably better than girls in

19. 1. science.
2. math.
3. history.
4. no particular subject.

14. Which of these workers is his or her own boss most of the time?

20. 1. Farmer
2. Fire fighter
3. Waitress
4. News reporter

15. Which of the following decisions probably does <u>not</u> affect others?

21. 1. Deciding to play baseball
2. Buying a T-shirt to wear
3. Choosing a job to do at home
4. Deciding to be on the safety patrol

16. Which of the following skills is most important for all workers to have?

22. 1. Writing
2. Reading
3. Listening
4. All of the above

17. You usually use math at home when you

23. 1. write a letter.
2. bake cookies.
3. read a book.
4. paint a picture.

18. What kind of job would be for a man?

24. 1. Plumber
2. Kindergarten teacher
3. Fire fighter
4. Any of these

19. The form you fill out to apply for a job is called

25. 1. an invoice.
2. a want ad.
3. an application.
4. a report.

Directions: Read each sentence carefully. Then check the box that best describes how you feel about it.

	YES 1	I Don't Know 2	NO 3
20. A third grader knows more about himself than anyone else does. 26.			
21. There are many different kinds of jobs for people who like to work with tools. 27.			
22. If you don't make much money at your job, your job can't be very important. 28.			
23. Children who are younger than you can never teach you new things. 29.			
24. Even third graders need to be smart shoppers. 30.			
25. People in wheelchairs can do most jobs as well as other people. 31.			
26. Reading books from the library can help you learn how to do many things. 32.			
27. You should always make big decisions all by yourself without help from others. 33.			
28. If you have good work habits in school, they can be very helpful to you when you get a job. 34.			
29. Third graders usually have the same feelings about things. 35.			
30. When you do a good job, you should feel proud. 36.			

Directions: Read each sentence carefully. Then check the box that best describes how you feel about it.

	YES 1	I Don't Know 2	NO 3
31. If you like animals, then being a veterinarian is the only job you will like. 37.			
32. School is the only place where you can learn new things. 38.			
33. Being able to find out things for yourself is a very important skill. 39.			
34. Some workers have to work during the night. 40.			
35. You should feel bad if you can't do some things as well as your friends. 41.			
36. It doesn't cost your parents anything to send you to school. 42.			
37. People who are over 60 years old should not be allowed to work. 43.			
38. People who live in different cities usually have different types of jobs. 44.			
39. The only way to learn about a lot of different jobs is to talk to your parents. 45.			
40. It is alright to make a decision that some people don't agree with. 46.			

POLICY STUDIES IN EDUCATION
680 FIFTH AVENUE • NEW YORK, N.Y. 10019 • (212) 265-3350

RHODE ISLAND DEPARTMENT OF EDUCATION 1.1
CAREER EDUCATION ASSESSMENT

GRADE 6--STUDENT TEST 2.2

Name of School District_____ 3. 4. 5.

Date_____

Check One: Female _____ 6.1
Male _____ 6.2

Directions: For each question, circle the number of the answer choice that you think is best.

1. In choosing a career you should consider

7. 1. what you're good at.
2. what you like to do.
3. what you feel is worthwhile.
4. All of the above

2. Which job would require the worker to make the fewest number of decisions?

8. 1. Police officer
2. Teacher
3. Assembly line worker
4. Bus driver

3. Your reward for fixing the family's car might be

9. 1. saving some money.
2. feeling proud.
3. putting your knowledge to good use.
4. All of the above

4. Cindi's hobby is stamp collecting. In which subject will her hobby be most helpful to her?

10. 1. Art
2. Science
3. English
4. Geography

5. Which of the following is true? Profit is money

11. 1. needed to set up a business.
2. borrowed to pay for things.
3. remaining after you pay for costs.
4. paid to people for working.

6. A person who stereotypes men thinks all men are

12. 1. different.
2. alike.
3. talented.
4. smart.

©1978, Policy Studies in Education
A DIVISION OF THE ACADEMY FOR EDUCATIONAL DEVELOPMENT

7. Suppose you are interested in becoming a musician. Which of the following is the best place to learn about the lives of famous musicians?

13. 1. City telephone directory
2. Dictionary of Occupational Titles
3. Weekend newspaper
4. Encyclopedia

8. A worker is called an apprentice if he or she is

14. 1. receiving experience which leads to mastery of a trade.
2. recently employed in his or her first job.
3. attending technical school with the consent of his or her parents.
4. employed in a large factory.

9. Gathering information about a job you are interested in will

15. 1. help you get a job like that.
2. qualify you for that job.
3. help you decide what you want to do.
4. impress your teacher, friends, and family.

10. Almost all jobs require that you

16. 1. be highly trained.
2. own your own tools.
3. be prompt and dependable.
4. have a college degree.

11. Your friends' opinions might influence your

17. 1. choice of movies.
2. after-school activities.
3. way of dressing.
4. All of the above.

12. One of the advantages of owning a business is that you

18. 1. do not have to work very hard.
2. live close to work.
3. make a lot of money.
4. are your own boss.

13. Which of the following workers needs to know a lot about science?

19. 1. Store owners
2. Dairy farmers
3. Advertising agents
4. Truck drivers

14. When you clean up your room at home, you are using which of your abilities?

20. 1. Computing
2. Organizing
3. Managing
4. Researching

15. Refusing to hire a person because of age race, national origin, or sex is

21. 1. impossible.
2. acceptable.
3. illegal.
4. None of the above

16. From whom could you get the most information about working as a local government employee?

22. 1. Social workers
2. Bank tellers
3. News reporters
4. Campaign managers

17. Which of the following is the division of a factory which takes care of repairing machinery and keeping everything in good working order?

23. 1. Quality control
2. Machinist
3. Maintenance
4. Custodial

18. Your goals and career decisions can be influenced by your

24. 1. physical capabilities.
2. educational achievements.
3. social behavior.
4. All of the above

19. If you were a rock musician, which of the following things would your job depend on the most?

25. 1. Changes of the season or climate
2. Actions of the federal government
3. People's likes and interests
4. Changes in technology or science

feel about it.

	Strongly Agree 1	Agree 2	No Opinion 3	Disagree 4	Strongly Disagree 5
26. 20. All people share some common feelings.					
27. 21. Most students don't need any help in selecting their careers.					
28. 22. People who are self-employed do not contribute to a community.					
29. 23. People use science in a job only in a scientific field.					
30. 24. If you need money for a school trip you probably could find a way to earn it.					
31. 25. Most women need to plan careers.					
32. 26. It is good to find out everything you can about your hobbies since sometimes they can become careers.					
33. 27. Selecting a career is the same as identifying a job you might want to do.					
34. 28. Decisions you made last week may influence decisions you make today.					
35. 29. Sixth grade is too early to be thinking about a career.					
36. 30. It is really important for you to know your own strengths and weaknesses.					

feel about it.

	Strongly Agree 1	Agree 2	No Opinion 3	Disagree 4	Strongly Disagree 5
37. 31. Being curious about things is important for occupations in science.					
38. 32. Having your own job around the house can make you feel important.					
39. 33. You only need to study hard if you want to go to college.					
40. 34. Learning how to express opinions is not an important skill for sixth graders to acquire.					
41. 35. A person who is handicapped cannot do the work for most jobs.					
42. 36. If you want to find out something about a career the best resource to use is always a library book.					
43. 37. Some jobs require that you are able to work independently.					
44. 38. Choosing a career can be difficult because a person often enjoys many different activities.					
45. 39. Adjusting to a new job means agreeing with your boss.					
46. 40. Gaining self-satisfaction from working at a certain job is a kind of personal reward.					

POLICY STUDIES IN EDUCATION
680 FIFTH AVENUE • NEW YORK, N.Y. 10019 • (212) 265-3350

RHODE ISLAND DEPARTMENT OF EDUCATION 1.1
CAREER EDUCATION ASSESSMENT

GRADE 9--STUDENT TEST 2.3

Name of School District_____ 3. 4. 5.

Date_____

Check One: Female ____ 6.1
Male ____ 6.2

Directions: For each question, circle the number of the answer choice that you think is best.

1. Clarifying your values can help you to

7. 1. get better grades.
2. do more homework.
3. form clearer goals.
4. join extracurricular activities.

2. In reviewing applicants for a receptionist position, an employer would most likely look for a person who

8. 1. has a good math background.
2. can work with others.
3. has no work experience.
4. is from a big city.

3. Your attitudes towards working are probably influenced by your

9. 1. personal hobbies.
2. parent's opinions.
3. school experiences.
4. All of the above

4. A person interested in becoming a news researcher should have good skills in

10. 1. science.
2. language arts.
3. psychology.
4. mathematics.

5. If you are laid off a job through no fault of your own,

11. 1. you cannot get financial help.
2. you can collect disability.
3. you can collect unemployment.
4. your employer must pay you a month's wages.

6. Which of the following jobs would be especially appropriate for men?

12. 1. Government jobs
2. Secretarial jobs
3. Executive jobs
4. All of the above

©1978, Policy Studies in Education
A DIVISION OF THE ACADEMY FOR EDUCATIONAL DEVELOPMENT

7. If you want to know more about a job, you could write to a company and ask for a job

13. 1. application.
2. resume.
3. description.
4. category.

8. In which career field can a secretary be trained?

14. 1. Medical
2. Legal
3. Business
4. All of the above

9. When making a decision among several alternatives, the best alternative is the one that agrees with a person's

15. 1. values.
2. parents.
3. fantasies.
4. teachers.

10. Which of the following is a question an employer might ask someone who is interviewing for a job as a computer operator?

16. 1. What type of hobbies do you have?
2. What specific education do you have in operating computers?
3. What is the minimum amount of vacation you will accept?
4. What have been your grades in English?

11. Tom admitted to himself that he just does not know what he wants to do when he graduates. This indicates that Tom is having difficulty with

17. 1. his schoolwork.
2. identifying goals.
3. his personality.
4. relating to older people.

12. Which of the following characteristics usually suggest that a student may have mechanical ability?

18. 1. Good coordination in team sports
2. An interest in how things work
3. Creative writing ability
4. Talent in music

13. In which of the following ways do construction workers help a city?

19. 1. New office buildings bring in more jobs.
2. Construction workers pay city taxes.
3. They buy products near where they are working.
4. All of the above

14. A person applying for a training position as a dental assistant should show an employer an academic record stressing

20. 1. extracurricular activities.
2. service to the school.
3. science courses.
4. study skills.

15. If an employer asks you to discuss your interpersonal skills, you should respond with a discussion of your ability to

21. 1. do research.
2. get along with others.
3. study hard for tests.
4. make decisions.

16. In the last few years laws have been passed in this country to improve working opportunities for

22. 1. women.
2. blacks.
3. handicapped.
4. All of the above

17. A high school student who is interested in becoming a lawyer and is given the opportunity to visit a lawyer and follow his schedule for the day, should

23. 1. read law books in the office.
    2. ask questions.
    3. observe quietly and not ask questions.
    4. show how much he or she knows.

18. An example of an occupation that deals the most with data is a

24. 1. receptionist.
    2. minister.
    3. computer programmer.
    4. guidance counselor.

19. If you were trying to make an occupational decision, you might be helped by doing all of the following EXCEPT

25. 1. finding out the skills needed on a number of jobs.
    2. talking to and observing a group of workers at their jobs.
    3. identifying the occupations in which you might be interested.
    4. applying for a Social Security number.

20. A statement you write describing your school background, work experience and other job related information is known as a

26. 1. resume.
    2. reference.
    3. program card.
    4. job sheet.

Directions: Read each sentence carefully. Then check the box that best describes how you feel about it. 36.

	Strongly Agree 1	Agree 2	No Opinion 3	Disagree 4	Strongly Disagree 5
21. Knowing what you value is important when choosing a career. 27.					
22. A reason why you might choose a career in management might be your interest in making your own decisions. 28.					
23. Job security is a reward you could expect from a career or job that has been carefully selected. 29.					
24. Most skills taught in school are useful outside of school. 30.					
25. The closing down of a huge factory in a neighborhood only effects the workers in that factory. 31.					
26. In order to sell products, television commercials have stereotyped men and women. 32.					
27. Books are the only source of job information available to students. 33.					
28. Very few career fields need specialized workers. 34.					
29. Learning decision-making skills increases the possiblity that you can achieve what you value. 35.					
30. Self-confidence can be very important to getting a job and doing it well. 36.					
31. Setting goals for yourself is not really important until after high school. 37.					

Directions: Read each sentence carefully. Then check the box that best describes how you feel about it.

37.

	Strongly Agree 1	Agree 2	No Opinion 3	Disagree 4	Strongly Disagree 5
38. 32. Hobbies can often lead to careers.					
39. 33. Your attitudes toward working are fairly well established by the time you are in high school.					
40. 34. Students who learn about careers in elementary school should be able to make better decisions about which high school courses they want to take than other students.					
41. 35. Only people without a college degree have to know about entry-level jobs.					
42. 36. A city usually offers different types of career opportunities than a rural area.					
43. 37. People with handicaps are able to perform most jobs.					
44. 38. A personal decision rarely affects other people besides yourself.					
45. 39. Your attitude toward a job has little to do with how well you will do on the job.					
46. 40. It is important for students to learn how to research careers and career opportunities.					

POLICY STUDIES IN EDUCATION
680 FIFTH AVENUE • NEW YORK, N.Y. 10019 • (212) 265-3350

RHODE ISLAND DEPARTMENT OF EDUCATION 1.1
CAREER EDUCATION ASSESSMENT

GRADE 12--STUDENT TEST 2.4

Name of School District_____ 3 4 5

Date_____

Check One: Female _____ 6.1
Male _____ 6.2

Directions: For each question, circle the number of the answer choice that you think is best.

1. In order to set a realistic career goal for yourself, which one of the following do you think is most important?

7.
1. Your individual strengths and weaknesses
2. The expectations of your friends
3. The expectations of your family
4. The amount of money you can earn in the career you have in mind

2. Mary has always excelled in math. As a high school senior she spends most of her spare time working on an independent study project involving advanced mathematics. Which of the following jobs would she be <u>least</u> likely to enjoy in the future?

8.
1. Statistician
2. Computer programmer
3. Keypunch operator
4. College math professor

3. Your attitudes towards working are probably influenced by your

9.
1. personal hobbies.
2. parents' opinions.
3. school experiences.
4. All of the above

4. Upon graduating from high school, a student who wanted to eventually become a well-paid, technically trained plumber would have to

10.
1. serve an apprenticeship in a plumbers' union.
2. go to trade school.
3. go to a junior college.
4. None of the above

5. Which of the following statements is true? As unemployment increases, people tend to

11. 1. change jobs more often.
2. change jobs less often.
3. ask for higher wages.
4. expect social security benefits to go up.

6. Which of the following statements is the best example of sex-role stereotyping?

12. 1. Jane wanted to be a teacher but she realized that she didn't have the patience for it.
2. Men tend to be taller than women.
3. Men are not capable of teaching young children.
4. Because of her past grades in science, it was quite likely that Mary would not make a good physician.

7. Some schools have computers that can help students in choosing occupations or colleges to attend. These machines increase the student's

13. 1. information.
2. goals.
3. values.
4. motivation.

8. An example of an occupation that deals the <u>most</u> with data is a

14. 1. receptionist.
2. minister.
3. computer programmer.
4. guidance counselor.

9. When deciding on a career choice while in high school, a student should be aware that

15. 1. once a decision is made, it must be adhered to.
2. this decision might have to be changed.
3. this decision should be made by his or her parents.
4. this decision will be a sign of his or her intelligence.

10. Your feelings or beliefs which help you make choices or guide you in decision-making are called your

16. 1. personality system.
2. value system.
3. needs system.
4. cognitive system.

11. As business manager for her high school newspaper, Betty sold more advertising space than any business manager had sold for the past five years. Betty's experience would be most related to which of the following jobs?

17. 1. Fund raiser
2. Counselor
3. Editor
4. Accountant

12. Today few women are presidents and executives of companies because customs and attitudes

18. 1. are difficult to change.
2. cannot be changed.
3. reflect differences between the abilities of men and women.
4. make company operations run smoothly.

13. An assistant in a large company wants to return to school in order to be promoted to office manager. He or she should study

19. 1. accounting.
2. computer sciences.
3. business administration.
4. bookkeeping.

14. Which of the following is <u>not</u> a deduction you can take when filing income taxes?

20. 1. Vacation expenses
2. Medical expenses
3. Contributions to charities
4. Interest paid on house mortgage

15. Women can contribute to our society as workers by becoming

21.
1. full-time homemakers.
2. volunteer hospital workers.
3. professionals and skilled workers.
4. All of the above

16. Which of the following groups of workers, rely the least on each other?

22.
1. Pilots, airplane mechanics, air traffic controllers
2. Braker operators, locomotive engineers, track workers
3. Biochemists, geologists, astronomers
4. Surgeons, anesthesiologists, nurses

17. In making a decision, you can choose the best plan only after you have

23.
1. asked for many opinions.
2. tried several plans.
3. decided on a career.
4. considered alternatives.

18. By the end of twelfth grade, all students should be able to do all of the following except

24.
1. set preliminary career goals.
2. identify appropriate next steps in their education and training.
3. possess all skills required to get the job they want.
4. assess their interests and abilities.

19. The most reliable job information is likely to be provided by

25.
1. Federal or state employment services.
2. library reference materials such as the Occupational Outlook Handbook.
3. local business organizations.
4. All of the above

20. An applicant for a position has a right not to answer which of the following questions?

26.
1. What was your previous position?
2. What are your future family plans?
3. What are your present skills?
4. None of the above

Directions: Read each sentence carefully. Then check the box that best describes how you feel about it. 41.

	Strongly Agree 1	Agree 2	No Opinion 3	Disagree 4	Strongly Disagree 5
27. 21. Career goals should never change.					
28. 22. The extracurricular activities in which you participate in high school can influence what career you choose.					
29. 23. Your attitudes toward working are fairly well established by the time you graduate from high school.					
30. 24. It is very seldom necessary to go back to school after you have obtained a job.					
31. 25. What you learn in school can help you become a good consumer.					
32. 26. People with handicapping conditions can be as successful in their careers as people without handicaps.					
33. 27. It is important for high school students to talk to different people about their work and their lives.					
34. 28. A personal decision rarely affects other people besides yourself.					
35. 29. Managers in businesses and corporations often go through training programs on-the-job.					
36. 30. Self-confidence can be very important to getting a job and doing it well.					
37. 31. Identifying your abilities and interests is not very important when making plans for what to do after high school.					

Directions: Read each sentence carefully. Then check the box that best describes how you feel about it.

	Strongly Agree 1	Agree 2	No Opinion 3	Disagree 4	Strongly Disagree 5
38. 32. Very few jobs exist which can conflict with a person's values.					
39. 33. It is important to recognize and appreciate jobs that are done well by others.					
40. 34. Working with adults in out-of-school activities is an important learning experience for high school students.					
41. 35. After high school, people don't really use reading and math skills unless they go to college.					
42. 36. Nine out of ten young women in high school today will work for pay outside their homes at some points in their lives.					
43. 37. I feel confident that I could find any information I need relating to my career choice.					
44. 38. Your attitude toward a job has little to do with how well you will do on the job.					
45. 39. Upon graduating from high school, students should be able to identify several occuations they might be capable of pursuing.					
46. 40. Learning decision-making skills in high school increases a student's chances to achieve his or her goals.					

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
199 Promenade Street, Providence, Rhode Island 02908

Thomas C. Schmidt, Commissioner

June 5, 1978

Dear Teacher:

In order to develop a state plan for the implementation of career education, the Rhode Island Department of Education is conducting a statewide needs assessment survey. This survey will gather information on the status of student learning about careers as well as the attitudes and activities of selected adult populations who influence career education programs in the schools--teachers, guidance counselors, principals, parents, business/industry and labor representatives. You are one of 600 teachers across the state who is being asked to participate in this needs assessment.

This needs assessment survey will produce extremely useful information to guide and direct the State's activities in the coming years. Information about what teachers know and feel about career education and what they are currently doing in the classroom to implement career education is essential to effective statewide planning. Thus, your response to this survey will be beneficial to all teachers across the state.

Please fill out the attached questionnaire and return it to the career education contact person who gave it to you. All questionnaires are anonymous. Furthermore, no responses will be presented in a way which will identify a particular school or school district. Thank you for your cooperation in this important endeavor.

Sincerely,

Thomas C. Schmidt

Thomas C. Schmidt
Commissioner

TCS:APT:AMC
Enclosure

FORM A 1.2

RHODE ISLAND DEPARTMENT OF EDUCATION

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Teacher Questionnaire

GOALS

The Rhode Island Career Education State Plan has identified the following ten student goals. After reading each goal, please do the following:

A. Rate how important it is for schools to help students achieve that goal:

From 1 = low importance to 5 = high importance

B. Rate how well you feel that goal is presently being achieved by students in your schools:

From 1 = low achievement to 5 = high achievement

Please indicate your responses by circling the appropriate number below:

	Importance	Achievement
	low high	low high
1. Self-Awareness Students will develop a positive attitude toward self and others, an awareness of personal aptitudes, interests, abilities and values, and motivation to accomplish personal goals.	2. 1 2 3 4 5	3. 1 2 3 4 5
2. Career Awareness Students will develop a continuing awareness of occupational opportunities and relate these opportunities to personal aptitudes, interests, abilities and values.	4. 1 2 3 4 5	5. 1 2 3 4 5
3. Attitude Development Students will develop an understanding of the contribution of work to self-fulfillment and to society.	6. 1 2 3 4 5	7. 1 2 3 4 5

POLICY STUDIES IN EDUCATION
©1978 680 FIFTH AVENUE • NEW YORK, N Y 10019 • (212) 265-3350
A DIVISION OF THE ACADEMY FOR EDUCATIONAL DEVELOPMENT

		Importance						Achievement					
		low					high	low					high
4.	Educational Awareness Students will recognize the relevance of their educational and work experiences as a contributing part of personal career development.	8. 1	2	3	4	5		9. 1	2	3	4	5	
5.	Daily Living Skills Students will achieve sufficient economic understanding, consumer competency, and competency in the basic skills (computational skills, communication skills, interpersonal skills and psychomotor skills) required for daily living and adaptability to our rapidly changing world.	10. 1	2	3	4	5		11. 1	2	3	4	5	
6.	Stereotype Elimination Students will understand that their own career planning should not be limited by sex, race, age, and handicap stereotyping.	12. 1	2	3	4	5		13. 1	2	3	4	5	
7.	Information Students will have informational resources to enhance their career development, i.e., literature, audio-visual materials and kits, that are concerned with self-awareness, career awareness, career exploration, and decision-making skills.	14. 1	2	3	4	5		15. 1	2	3	4	5	
8.	Career Exploration Students will explore career possibilities to increase awareness and understanding of the occupational options available to them, and to explore in-depth various options that are of interest to them.	16. 1	2	3	4	5		17. 1	2	3	4	5	
9.	Career Planning and Decision-Making Skills Students will possess decision-making skills such as gathering information, weighing alternatives determining strategies and taking action, and also will be able to understand how various career options influence an individual's lifestyle.	18. 1	2	3	4	5		19. 1	2	3	4	5	

	Importance						Achievement					
	low				high		low				high	
10. **Career Preparation** Students will have academic, vocational, and personal skills which are consistent with their career interests and abilities, and will possess skills which will enhance job searching, job getting, job keeping and job changing opportunities.	20. 1	2	3	4	5		21. 1	2	3	4	5	

BACKGROUND INFORMATION

Please indicate your responses by checking the appropriate boxes below.

11. What is the approximate student enrollment in your school district? (Check one.)

22.

- under 3,000. . . . . ☐ 1
- 3,000-8,499. . . . . ☐ 2
- more than 8,500 . . . . . ☐ 3

12. Which of the grades listed below are you currently teaching? (If more than one grade is appropriate, check the grade you teach most of the time.)

23.

- grade 3. . . . . ☐ 1
- grade 6. . . . . ☐ 2
- grade 9. . . . . ☐ 3
- grade 12 . . . . . ☐ 4

13. Which of the following is your major teaching assignment? (Check one. The first box should be checked if you teach a variety of subjects in an elementary classroom.)

24-25

- elementary self-contained classroom. . . . ☐ 01
- English. . . . . ☐ 02
- foreign language . . . . . ☐ 03
- math . . . . . ☐ 04
- science. . . . . ☐ 05
- social studies . . . . . ☐ 06
- art. . . . . ☐ 07
- physical education . . . . . ☐ 08
- music. . . . . ☐ 09
- agriculture. . . . . ☐ 10
- business education. . . . . ☐ 11
- home economics. . . . . ☐ 12
- industrial arts . . . . . ☐ 13
- trade education . . . . . ☐ 14
- technical education . . . . . ☐ 15
- distributive education. . . . . ☐ 16
- health occupations. . . . . ☐ 17
- other, specify _____ ☐ 18

_____

_____

School Code 26-32

FORM B

RHODE ISLAND DEPARTMENT OF EDUCATION

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Teacher Questionnaire

Practices

Please indicate your responses by checking the appropriate boxes below.

1. In an average week, of the hours you teach, approximately how much time do you spend teaching career related concepts and information as part of your instruction? (Check one.)

10.

none.	☐ 1
less than 1 hour per week	☐ 2
1 to 5 hours per week	☐ 3
6 to 10 hours per week.	☐ 4
more than 10 hours per week	☐ 5

2. During the last school year (1976-77), how many people visited your classroom to talk about their jobs and the kind of work they do (for example, a businessman, mechanic, dietician, or lawyer)? (Check one.)

11.

none.	☐ 1
1 to 3.	☐ 2
4 to 6.	☐ 3
more than 6	☐ 4
did not teach last year	☐ 5

3. During the last school year (1976-77), how many trips did your class(es) make to observe work being performed (for example, places where goods were sold, products were made, or services were provided, such as a department store, a manufacturing plant, or a bank)? (Check one.)

12.

none.	☐ 1
1 to 3.	☐ 2
4 to 6.	☐ 3
more than 6	☐ 4
did not teach last year	☐ 5

4. What percent of the students you teach have opportunities to gain experience about the world of work directly (through internships, work experience programs, shadowing programs, etc.)? (Check one.)

13.

none.	☐ 1
up to 25%	☐ 2
26% to 50%.	☐ 3
51% to 75%.	☐ 4
76% to 100%	☐ 5
don't know.	☐ 6

Prepared By
POLICY STUDIES IN EDUCATION
680 FIFTH AVENUE • NEW YORK, N.Y. 10019 • (212) 265-3350
A DIVISION OF THE ACADEMY FOR EDUCATIONAL DEVELOPMENT

5. To the best of your knowledge, approximately what percentage of teachers in your school are teaching career related concepts and information as part of their instruction? (Check one.) 14.

- none—skip to question 7 . . . . . ☐ 1
- up to 25% . . . . . ☐ 2
- 26% to 50%. . . . . ☐ 3
- 51% to 75%. . . . . ☐ 4
- 76% to 100% . . . . . ☐ 5
- don't know. . . . . ☐ 6

6. Of the teachers you know about who are teaching career education, what subject areas do they teach? (Check as many as apply. Check the first box if those teachers teach a variety of subjects in an elementary classroom.)

- elementary self-contained classroom. . . . . ☐ 15.1
- English. . . . . ☐ 16.1
- foreign language . . . . . ☐ 17.1
- math . . . . . ☐ 18.1
- science. . . . . ☐ 19.1
- social studies . . . . . ☐ 20.1
- art. . . . . ☐ 21.1
- physical education . . . . . ☐ 22.1
- music. . . . . ☐ 23.1
- agriculture. . . . . ☐ 24.1
- business education. . . . . ☐ 25.1
- home economics. . . . . ☐ 26.1
- industrial arts . . . . . ☐ 27.1
- trade education . . . . . ☐ 28.1
- technical education . . . . . ☐ 29.1
- distributive education. . . . . ☐ 30.1
- health occupations. . . . . ☐ 31.1
- other, specify_____ ☐ 32.1

_____

_____

7. To the best of your knowledge, are career education instructional materials available for your use in your own school, school district, region (e.g., BOCES), or state (e.g., State Education Department)? (Answer by circling the appropriate number for each.)

		Yes	No	Don't Know
school.	33.	1	2	3
district.	34.	1	2	3
region.	35.	1	2	3
state	36.	1	2	3

Staff Development and Training

Please indicate your responses by checking the appropriate boxes below.

8. About how many hours of career education preparation and training (e.g., workshops, lectures, demonstrations, etc.) have you ever received? (Check one.) 37.

- none--skip to question 10 . . . . . ☐ 1
- less than 3 hours . . . . . ☐ 2
- 3 to 5 hours. . . . . ☐ 3
- 6 to 10 hours . . . . . ☐ 4
- 11 to 20 hours. . . . . ☐ 5
- 21 to 30 hours. . . . . ☐ 6
- more than 30 hours. . . . . ☐ 7

9. If you received career education training, which of the following topics were covered? (Check as many as apply.)

orientation to and description of career education.	☐ 38.1
information about the world of work	☐ 39.1
goals and objectives of career education.	☐ 40.1
community resources available and useful for career education	☐ 41.1
instructional materials available in career education	☐ 42.1
curriculum development procedures in career education	☐ 43.1
selection of career education instructional materials	☐ 44.1
teaching methods appropriate to career education.	☐ 45.1
understanding your role in career education	☐ 46.1
information about career education programs in other school systems . .	☐ 47.1
other (specify): _____	☐ 48.1

_____

_____

Attitudes

Directions: Please read each statement carefully. There are no right or wrong answers. Just circle the number which best describes how you feel about each statement.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
10. The quality of education would be raised by an emphasis on jobs and work. 49.	1	2	3	4	5
11. Schools cannot financially support career education programs because of increasing budget restraints. 50.	1	2	3	4	5
12. Career education helps students achieve the same goals as vocational education. 51.	1	2	3	4	5
13. Career education should be available to all students from kindergarten through grade 12. 52.	1	2	3	4	5
14. Most local businessmen, tradesmen, industry workers, and professionals would help with a career program in the schools. 53.	1	2	3	4	5

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
15.	The Federal and state governments should pay the full costs of career education.	54. 1	2	3	4	5
16.	Elementary school is too early for a student to start thinking about career possibilities.	55. 1	2	3	4	5
17.	"Hands-on" work experience should be included in every student's high school program.	56. 1	2	3	4	5
18.	Career education should be taught by special career education teachers rather than by regular teachers.	57. 1	2	3	4	5
19.	The school guidance department should carry the primary responsibility for career education.	58. 1	2	3	4	5
20.	Instruction in basic skills should include a wide variety of practical or career applications.	59. 1	2	3	4	
21.	Career education seems suited only to a small portion of students.	60. 1	2	3	4	5
22.	Many other school programs are more important for the students than career education.	61. 1	2	3	4	5
23.	Career education information should be infused in every subject of the school curriculum.	62. 1	2	3	4	5
24.	The present high school vocational education courses teach students enough about the world of work.	63. 1	2	3	4	5

		Strongly Agree	Agree	Opinion	Disagree	Strongly Disagree
25.	As a vehicle for basic skills instruction, career education can strengthen students' achievement in reading and mathematics.	64. 1	2	3	4	5
26.	Infusing career education into school subjects such as geometry, social studies and foreign languages would negatively affect the quality of instruction in those subjects.	65. 1	2	3	4	5

27. Please indicate, by circling the appropriate number, how you think each of the following people or groups in your school district, community, or state would answer the question, "How important is career education for students in the school system?"

	Not At All Important	Not Very Important	Somewhat Important	Very Important	Don't Know
Teachers	66.1	2	3	4	5
Guidance Counselors	67.1	2	3	4	5
Principals	68.1	2	3	4	5
Superintendents	69.1	2	3	4	5
School Boards	70.1	2	3	4	5
Parents	71.1	2	3	4	5
State Education Department	72.1	2	3	4	5
Legislators	73.1	2	3	4	5
Employers	74.1	2	3	4	5
Labor	75.1	2	3	4	5

(ID) 77-79
(END CARD 1) 80.1

28. For which of the following groups is career education important? (Check as many as apply.) 1.1

- ☐ elementary students 10.1
- ☐ middle or junior high school students 11.1
- ☐ high school students 12.1
- ☐ college bound students 13.1
- ☐ non-college-bound students 14.1
- ☐ handicapped students 15.1
- ☐ disadvantaged students 16.1
- ☐ dropouts 17.1
- ☐ gifted and talented students 18.1

Needs

29. What do you need to strengthen your ability to provide career education instruction? By circling the appropriate number, please rate each resource listed below in terms of its importance in meeting your needs.

	Not Needed	Low	Medium	High
Career Education Instructional Materials	19. 1	2	3	4
Career Education Instructional Objectives Bank	20. 1	2	3	4
Career Education Test Item Bank	21. 1	2	3	4
Statewide Dissemination Network for Career Education Information and Activities	22. 1	2	3	4
Career Education Specialists and Consultants	23. 1	2	3	4
Visits to and from Staff and Schools Already Practicing Career Education	24. 1	2	3	4
Evidence of the Effectiveness and Value of Career Education	25. 1	2	3	4
Administrative Support and Endorsement (Principals, Department Chairmen, Curriculum Specialists, etc.)	26. 1	2	3	4
Community Support and Endorsement (Parents, Employer, etc.)	27. 1	2	3	4
Job Market Information and Trends	28. 1	2	3	4
Career Guidance Training for Counseling Personnel	29. 1	2	3	4
Career Education Preservice Training in Colleges and Universities	30. 1	2	3	4
Funds to Local School Districts to Implement and Operate Career Education Programs	31. 1	2	3	4
Assistance to Local School Districts in Use of Local Funds for Career Education Implementation	32. 1	2	3	4

		Not Needed	Low	Medium	High
Plans and Procedures to Guide Career Education Implementation at School and District Levels	33.	1	2	3	4
Recruitment and Use of Community Resources	34.	1	2	3	4
State Education Department Leadership (e.g., exemplary products and materials, statewide meetings and conferences, newsletters, etc.)	35.	1	2	3	4
Workshop and Inservice Training for School Staff (Teachers, Specialists, Guidance Counselors, Administrators)	36.	1	2	3	4

Background Information

Please indicate your responses by checking the appropriate boxes below.

30. What is the approximate student enrollment in your school district? (Check one.)

37.
- under 3,000. . . . . ☐ 1
- 3,000-6,999. . . . . ☐ 2
- 7,000-25,000 . . . . . ☐ 3
- more than 25,000 . . . . . ☐ 4

31. Which of the grades listed below are you currently teaching? (If more than one grade is appropriate, check the grade you teach most of the time.)

38.
- grade 3. . . . . ☐ 1
- grade 6. . . . . ☐ 2
- grade 9. . . . . ☐ 3
- grade 12 . . . . . ☐ 4

32. Which of the following is your major teaching assignment? (Check one. The first box should be checked if you teach a variety of subjects in an elementary classroom.)

39 40.
- elementary self-contained classroom. . . . ☐ 01
- English. . . . . ☐ 02
- foreign language . . . . . ☐ 03
- math . . . . . ☐ 04
- science. . . . . ☐ 05
- social studies . . . . . ☐ 06
- art. . . . . ☐ 07
- physical education . . . . . ☐ 08
- music. . . . . ☐ 09
- agriculture. . . . . ☐ 10
- business education. . . . . ☐ 11.
- home economics. . . . . ☐ 12.
- industrial arts . . . . . ☐ 13.
- trade education . . . . . ☐ 14.
- technical education . . . . . ☐ 15.
- distributive education. . . . . ☐ 16.
- health occupations. . . . . ☐ 17.
- other, specify_____ ☐ 18.

_____

_____

(ID) 77-79

(END CARD 2) 80.2

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
199 Promenade Street, Providence, Rhode Island 02908

Thomas C. Schmidt, Commissioner

June 9, 1978

Dear Guidance Counselor:

In order to develop a state plan for the implementation of career education, the Rhode Island Department of Education is conducting a statewide needs assessment survey. This survey will gather information on the status of student learning about careers as well as the attitudes and activities of selected adult populations who influence career education programs in the schools--teachers, guidance counselors, principals, parents, and business/industry and labor representatives. You are one of the 100 guidance counselors across the state who is being asked to participate in this needs assessment. Your name was randomly selected from a list of counselors in Rhode Island provided by the Rhode Island Personnel and Guidance Association.

This needs assessment survey will produce extremely useful information to guide and direct the State's activities in the coming years. Information about what guidance counselors know and feel about career education and what they are currently doing to implement career education is essential to effective statewide planning. Thus, your response to this survey will be beneficial to all teachers across the state.

Please fill out the attached questionnaire and return it within two weeks in the enclosed self-addressed, stamped envelope. All questionnaires are anonymous. Furthermore, no response will be presented in a way which will identify a particular school or school district. Thank you for your cooperation in this important endeavor.

Sincerely,

Thomas C. Schmidt

Thomas C. Schmidt, Commissioner

TCS:APT:AMC
Enclosure

1.4

RHODE ISLAND DEPARTMENT OF EDUCATION

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Guidance Counselor Questionnaire

GOALS

The Rhode Island Career Education State Plan has identified the following ten student goals. After reading each goal, please do the following:

A. Rate how important it is for schools to help students achieve that goal:

From 1 = low importance to 5 = high importance

B. Rate how well you feel that goal is presently being achieved by students in your schools:

From 1 = low achievement to 5 = high achievement

Please indicate your responses by circling the appropriate number below:

	Importance	Achievement
	low high	low high
1. Self-Awareness Students will develop a positive attitude toward self and others, an awareness of personal aptitudes, interests, abilities and values, and motivation to accomplish personal goals.	2. 1 2 3 4 5	3. 1 2 3 4 5
2. Career Awareness Students will develop a continuing awareness of occupational opportunities and relate these opportunities to personal aptitudes, interests, abilities and values.	4. 1 2 3 4 5	5. 1 2 3 4 5
3. Attitude Development Students will develop an understanding of the contribution of work to self-fulfillment and to society.	6. 1 2 3 4 5	7. 1 2 3 4 5

POLICY STUDIES IN EDUCATION
©1978, 680 FIFTH AVENUE • NEW YORK, N.Y. 10019 • (212) 265-3350
A DIVISION OF THE ACADEMY FOR EDUCATIONAL DEVELOPMENT

		Importance						Achievement					
		low					high	low					high
4.	Educational Awareness Students will recognize the relevance of their educational and work experiences as a contributing part of personal career development.	8. 1	2	3	4	5		9. 1	2	3	4	5	
5.	Daily Living Skills Students will achieve sufficient economic understanding, consumer competency, and competency in the basic skills (computational skills, communication skills, interpersonal skills and psychomotor skills) required for daily living and adaptability to our rapidly changing world.	10. 1	2	3	4	5		11. 1	2	3	4	5	
6.	Stereotype Elimination Students will understand that their own career planning should not be limited by sex, race, age, and handicap stereotyping.	12. 1	2	3	4	5		13. 1	2	3	4	5	
7.	Information Students will have informational resources to enhance their career development, i.e., literature, audio-visual materials and kits, that are concerned with self-awareness, career awareness, career exploration, and decision-making skills.	14. 1	2	3	4	5		15. 1	2	3	4	5	
8.	Career Exploration Students will explore career possibilities to increase awareness and understanding of the occupational options available to them, and to explore in-depth various options that are of interest to them.	16. 1	2	3	4	5		17. 1	2	3	4	5	
9.	Career Planning and Decision-Making Skills Students will possess decision-making skills such as gathering information, weighing alternatives determining strategies and taking action, and also will be able to understand how various career options influence an individual's lifestyle.	18. 1	2	3	4	5		19. 1	2	3	4	5	

		Importance						Achievement					
		low					high	low					high
10.	Career Preparation Students will have academic, vocational, and personal skills which are consistent with their career interests and abilities, and will possess skills which will enhance job searching, job getting, job keeping and job changing opportunities.	20. 1	2	3	4	5		21. 1	2	3	4	5	

ATTITUDES

Directions: Please read each statement carefully. There are no right or wrong answers. Just circle the number which best describes how you feel about each statement.

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
11.	The quality of education would be raised by an emphasis on jobs and work.	22. 1	2	3	4	5
12.	Schools cannot financially support career education programs because of increasing budget restraints.	23. 1	2	3	4	5
13.	The goals of career education and vocational education are identical.	24. 1	2	3	4	5
14.	Career education should be available to all students from kindergarten through grade 12.	25. 1	2	3	4	5
15.	Most local business persons tradespersons, industry workers, and professionals would help with a career program in the schools.	26. 1	2	3	4	5

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
16.	The Federal and state governments should pay the full costs of career education.	27. 1	2	3	4	5
17.	Elementary school is too early for a student to start thinking about career possibilities.	28. 1	2	3	4	5
18.	"Hands-on" work experience should be included in every student's high school program.	29. 1	2	3	4	5
19.	Career education should be taught by special career education teachers rather than by regular teachers.	30. 1	2	3	4	5
20.	The school guidance department should carry the primary responsibility for career education.	31. 1	2	3	4	5
21.	Instruction in basic skills should include a wide variety of practical or career applications	32. 1	2	3	4	5
22.	Career education seems suited only to a small portion of students.	33. 1	2	3	4	5
23.	Many other school programs are more important for the students than career education.	34. 1	2	3	4	5
24.	Career education information should be integrated in every subject of the school curriculum.	35. 1	2	3	4	5
25.	The present high school vocational education courses teach students enough about the world of work.	36.	2	3	4	5

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26.	As a vehicle for basic skills instruction, career education can strengthen students' achievement in reading and mathematics. 37.	1	2	3	4	5
27.	Integrating career education into school subjects such as geometry, social studies and foreign languages would negatively affect the quality of instruction in those subjects. 38.	1	2	3	4	5

28. Please indicate, by circling the appropriate number, how you think each of the following people or groups in your school district, community, or state would answer the question, "How important is career education for students in the school system?"

	Not At All Important	Not Very Important	Somewhat Important	Very Important	Don't Know
Teachers . . . . . 39.	1	2	3	4	5
Guidance Counselors. . . 40.	1	2	3	4	5
Principals . . . . . 41.	1	2	3	4	5
Superintendents. . . . . 42.	1	2	3	4	5
School Boards. . . . . 43.	1	2	3	4	5
Parents. . . . . 44.	1	2	3	4	5
State Education Department 45.	1	2	3	4	5
Legislators. . . . . 46.	1	2	3	4	5
Business-Industry . . . . 47.	1	2	3	4	5
Labor. . . . . 48.	1	2	3	4	5

29. For which of the following groups is career education important? (Check as many as apply.)

elementary students.	☐	49.1
middle or junior high school students.	☐	50.1
high school students	☐	51.1
college bound students	☐	52.1
non-college-bound students	☐	53.1
handicapped students	☐	54.1
disadvantaged students	☐	55.1
dropouts	☐	56.1
gifted and talented students	☐	57.1

NEEDS

30. What do you need to strengthen your role in carrying out career education in your school? By circling the appropriate number, please rate each resource listed below in terms of its importance in meeting your needs.

		Not Needed	Low	Medium	High
Career Education Instructional Materials	58.	1	2	3	4
Career Education Instructional Objectives Bank	59.	1	2	3	4
Career Education Test Item Bank	60.	1	2	3	4
Statewide Dissemination Network for Career Education Information and Activities	61.	1	2	3	4
Career Education Specialists and Consultants	62.	1	2	3	4
Visits to and from Staff and Schools Already Practicing Career Education	63.	1	2	3	4
Evidence of the Effectiveness and Value of Career Education	64.	1	2	3	4
Administrative Support and Endorsement (Principals, Department Chairpersons, Curriculum Specialists)	65.	1	2	3	4
Community Support and Endorsement (Parents, Business, Industry, Labor)	66.	1	2	3	4
Job Market Information and Trends	67.	1	2	3	4
Career Guidance Training for Counseling Personnel	68.	1	2	3	4
Career Education Preservice Training in Colleges and Universities	69.	1	2	3	4
Funds to Local School Districts to Implement and Operate Career Education Programs	70.	1	2	3	4
Assistance to Local School Districts in Use of Local Funds for Career Education Implementation	71.	1	2	3	4

		Not Needed	Low	Medium	High
Assistance and Use of Local Funds for Career Education Implementation	72.	1	2	3	4
Plans and Procedures to Guide Career Education Implementation at School and District Levels	73.	1	2	3	4
Recruitment and Use of Community Resources	74.	1	2	3	4
State Education Department Leadership (e.g., exemplary products and materials, statewide meetings and conferences, newsletters, etc.)	75.	1	2	3	4
Workshop and Inservice Training for School Staff (Teachers, Specialists, Guidance Counselors, Administrators)	76.	1	2	3	4

BACKGROUND INFORMATION

Please indicate your responses by checking the appropriate boxes below.

31. What is the approximate student enrollment in your school district? (Check one.)

77.
- under 3,000 . . . . . ☐ 1
- 3,000 - 8,499 . . . . . ☐ 2
- more than 8,500 . . . . . ☐ 3

32. For which of the following school levels are you a guidance counselor? (Check one.)

78.
- elementary . . . . . ☐ 1
- middle or junior high . . . . . ☐ 2
- high school . . . . . ☐ 3
- elementary and middle/junior high . . . . . ☐ 4
- middle/junior high and high school . . . . . ☐ 5
- all levels . . . . . ☐ 6

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
199 Promenade Street, Providence, Rhode Island 02908

Thomas C. Schmidt, Commissioner

June 9, 1978

Dear Principal:

In order to develop a state plan for the implementation of career education, the Rhode Island Department of Education is conducting a statewide needs assessment survey. This survey will gather information on the status of student learning about careers as well as the attitudes and activities of selected adult populations who influence career education programs in the schools--teachers, guidance counselors, principals, parents, business/industry and labor representatives. You are one of the 100 principals across the state who is being asked to participate in this needs assessment. Your name was randomly selected from a principal list supplied by the Rhode Island Department of Education. Therefore, your cooperation is extremely important.

Please complete the attached questionnaire and return it within the next two weeks in the enclosed self-addressed, stamped envelope. All questionnaires are anonymous. Furthermore, no responses will be presented in a way which will identify a particular school or school district.

The Rhode Island Department of Education considers this survey to be very important for current and future educational planning in Rhode Island. Thank you for your valuable contribution to this effort.

Sincerely,

Thomas C. Schmidt

Thomas C. Schmidt
Commissioner

TCS:APT:AMC
Enclosure

1.5

RHODE ISLAND DEPARTMENT OF EDUCATION

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Principal Questionnaire

GOALS

The Rhode Island Career Education State Plan has identified the following ten student goals. After reading each goal, please do the following:

A. Rate how important it is for schools to help students achieve that goal:

From 1 = low importance to 5 = high importance

B. Rate how well you feel that goal is presently being achieved by students in your schools:

From 1 = low achievement to 5 = high achievement

Please indicate your responses by circling the appropriate number below:

	Importance (low … high)	Achievement (low … high)
1. Self-Awareness Students will develop a positive attitude toward self and others, an awareness of personal aptitudes, interests, abilities and values, and motivation to accomplish personal goals.	2. 1 2 3 4 5	3. 1 2 3 4 5
2. Career Awareness Students will develop a continuing awareness of occupational opportunities and relate these opportunities to personal aptitudes, interests, abilities and values.	4. 1 2 3 4 5	5. 1 2 3 4 5
3. Attitude Development Students will develop an understanding of the contribution of work to self-fulfillment and to society.	6. 1 2 3 4 5	7. 1 2 3 4 5

POLICY STUDIES IN EDUCATION
©1978, 680 FIFTH AVENUE • NEW YORK, N Y 10019 • (212) 265-3350
A DIVISION OF THE ACADEMY FOR EDUCATIONAL DEVELOPMENT

		Importance						Achievement					
		low					high	low					high
4.	Educational Awareness Students will recognize the relevance of their educational and work experiences as a contributing part of personal career development.	8. 1	2	3	4	5		9. 1	2	3	4	5	
5.	Daily Living Skills Students will achieve sufficient economic understanding, consumer competency, and competency in the basic skills (computational skills, communication skills, interpersonal skills and psychomotor skills) required for daily living and adaptability to our rapidly changing world.	10. 1	2	3	4	5		11. 1	2	3	4	5	
6.	Stereotype Elimination Students will understand that their own career planning should not be limited by sex, race, age, and handicap stereotyping.	12. 1	2	3	4	5		13. 1	2	3	4	5	
7.	Information Students will have informational resources to enhance their career development, i.e., literature, audio-visual materials and kits, that are concerned with self-awareness, career awareness, career exploration, and decision-making skills.	14. 1	2	3	4	5		15. 1	2	3	4	5	
8.	Career Exploration Students will explore career possibilities to increase awareness and understanding of the occupational options available to them, and to explore in-depth various options that are of interest to them.	16. 1	2	3	4	5		17. 1	2	3	4	5	
9.	Career Planning and Decision-Making Skills Students will possess decision-making skills such as gathering information, weighing alternatives determining strategies and taking action, and also will be able to understand how various career options influence an individual's lifestyle.	18. 1	2	3	4	5		19. 1	2	3	4	5	

	Importance	Achievement
	low high	low high
10. Career Preparation Students will have academic, vocational, and personal skills which are consistent with their career interests and abilities, and will possess skills which will enhance job searching, job getting, job keeping and job changing opportunities.	20. 1 2 3 4 5	21. 1 2 3 4 5

POLICY AND PROCEDURE

Please indicate your responses by checking the appropriate boxes below.

11. Does your district have a philosophy of education or general goal statement that includes provision for career education? (Check one.)

22.
- yes . . . . . ☐ 1
- no . . . . . ☐ 2
- don't know . . . . . ☐ 3

12. Has your Board of Education adopted a formal written policy regarding career education activities on a district-wide basis? (Check one.)

23.
- yes . . . . . ☐ 1
- no . . . . . ☐ 2
- don't know . . . . . ☐ 3

13. Has your district appointed (named) a person to coordinate or direct career education activities on a district-wide basis? (Check one.)

24.
- yes . . . . . ☐ 1
- no . . . . . ☐ 2
- don't know . . . . . ☐ 3

14. Excluding funds for vocational education, were funds specifically allocated for career education in your district from any source (federal, state, or local) last year (1977-78)? (Check one.)

25.
- yes . . . . . ☐ 1
- no . . . . . ☐ 2
- don't know . . . . . ☐ 3

If yes, what was the total amount?

26.
- less than $10,000 . . . . . ☐ 1
- $10,000 - $24,999 . . . . . ☐ 2
- $25,000 - $49,999 . . . . . ☐ 3
- $50,000 - $99,999 . . . . . ☐ 4
- $100,000 or more . . . . . ☐ 5

STAFF DEVELOPMENT AND TRAINING

Please indicate your responses by checking the appropriate boxes below.

15. What percentage, if any, of teachers or other staff in your school have ever received training in career education? (Check one.)

	27.
none. (skip to question 30)	☐ 1
up to 25%	☐ 2
26% to 50%.	☐ 3
51% to 75%.	☐ 4
76% to 100%	☐ 5
don't know.	☐ 6

16. Of those teachers or staff who have received training, to which of the following groups do they belong? (Check as many as apply.)

elementary school teachers.	☐ 28.1
junior high/middle school teachers.	☐ 29.1
senior high teachers.	☐ 30.1
special education staff	☐ 31.1
guidance staff.	☐ 32.1
administrators.	☐ 33.1

17. How much orientation or training in career education have you received? (Check one.)

	34.
none.	☐ 1
less than 3 hours	☐ 2
3 to 5 hours.	☐ 3
6 to 10 hours	☐ 4
11 to 20 hours.	☐ 5
21 to 30 hours.	☐ 6
more than 30 hours.	☐ 7

18. Were staff development and training activities in the area of career education offered or made available in your school or school district, region, or state last year (1977-78)? (Check appropriate box for each.)

		Yes	No	Don't Know
school or school district	35.	☐ 1	☐ 2	☐ 3
region	36.	☐ 1	☐ 2	☐ 3
statewide	37.	☐ 1	☐ 2	☐ 3

Practices

19. **Please indicate your responses by checking the appropriate boxes below.**

Approximately what percentage of the teachers in your school are teaching career related concepts and information as part of their instruction? (Check one.)

	38.
none.	☐ 1
up to 25%	☐ 2
26% to 50%.	☐ 3
51% to 75%.	☐ 4
76% to 100%	☐ 5
don't know.	☐ 6

20. To what extent have you been involved in planning a career education program in your school or school district? (Check one.)

39.

very much.	☐ 1
somewhat	☐ 2
not very much.	☐ 3
not at all	☐ 4

21. During the last school year (1977-78) did you encourage staff members individually to implement career education? (Check one.)

40.

yes.	☐ 1
no	☐ 2

22. In how many, if any, faculty meetings during the last school year (1977-78) was career education an agenda topic? (Check one.)

41.

none	☐ 1
1 to 3	☐ 2
4 to 6	☐ 3
more than 6.	☐ 4

ATTITUDES

Directions: Please read each statement carefully. There are no right or wrong answers. Just circle the number which best describes how you feel about each statement.

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
23. The quality of education would be raised by an emphasis on jobs and work.	42.	1	2	3	4	5
24. Schools cannot financially support career education programs because of increasing budget restraints.	43.	1	2	3	4	5
25. Career education helps students achieve the same goals as vocational education.	44.	1	2	3	4	5
26. Career education should be available to all students from kindergarten through grade 12.	45.	1	2	3	4	5

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
27.	Most local business persons, trades persons, industry workers, and professionals would help with a career program in the schools. 46.	1	2	3	4	5
28.	The Federal and state governments should pay the full costs of career education. 47.	1	2	3	4	5
29.	Elementary school is too early for a student to start thinking about career possibilities. 48.	1	2	3	4	5
30.	"Hands-on" work experience should be included in every student's high school program. 49.	1	2	3	4	5
31.	Career education should be taught by special career education teachers rather than by regular teachers. 50.	1	2	3	4	5
32.	The school guidance department should carry the primary responsibility for career education. 51.	1	2	3	4	5
33.	Instruction in basic skills should include a wide variety of practical or career applications 52.	1	2	3	4	5
34.	Career education seems suited only to a small portion of students. 53.	1	2	3	4	5
35.	Many other school programs are more important for the students than career education. 54.	1	2	3	4	5
36.	Career education information should be integrated in every subject of the school curriculum. 55.	1	2	3	4	5
37.	The present high school vocational education courses teach students enough about the world of work. 56.	1	2	3	4	5

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
38.	As a vehicle for basic skills instruction, career education can strengthen students' achievement in reading and mathematics. 57.	1	2	3	4	5
39.	Integrating career education into school subjects such as geometry, social studies and foreign languages would negatively affect the quality of instruction in those subjects. 58.	1	2	3	4	5

40. Please indicate, by circling the appropriate number, how you think each of the following people or groups in your school district, community, or state would answer the question, "How important is career education for students in the school system?"

	Not At All Important	Not Very Important	Somewhat Important	Very Important	Don't Know
Teachers . . . . . 59.	1	2	3	4	5
Guidance Counselors. . . . 60.	1	2	3	4	5
Principals . . . . . 61.	1	2	3	4	5
Superintendents. . . . . 62.	1	2	3	4	5
School Boards. . . . . 63.	1	2	3	4	5
Parents. . . . . 64.	1	2	3	4	5
State Education Department 65.	1	2	3	4	5
Legislators. . . . . 66.	1	2	3	4	5
Business-Industry . . . . 67.	1	2	3	4	5
Labor. . . . . 68.	1	2	3	4	5

41. For which of the following groups is career education important? (Check as many as apply.)

elementary students.	☐ 69.1
middle or junior high school students.	☐ 70.1
high school students	☐ 71.1
college bound students	☐ 72.1
non-college-bound students	☐ 73.1
handicapped students	☐ 74.1
disadvantaged students	☐ 75.1
dropouts	☐ 76.1
gifted and talented students	☐ 77.1

42. What is needed to strengthen your school's ability to provide career education instruction? By circling the appropriate number, please rate each resource listed below in terms of its importance in meeting your needs.

1,5

		Not Needed	Low	Medium	High
Career Education Instructional Materials	2.	1	2	3	4
Career Education Instructional Objectives Bank	3.	1	2	3	4
Career Education Test Item Bank	4.	1	2	3	4
Statewide Dissemination Network for Career Education Information and Activities	5.	1	2	3	4
Career Education Specialists and Consultants	6.	1	2	3	4
Visits to and from Staff and Schools Already Practicing Career Education	7.	1	2	3	4
Evidence of the Effectiveness and Value of Career Education	8.	1	2	3	4
Administrative Support and Endorsement (Principals, Department Chairpersons, Curriculum Specialists)	9.	1	2	3	4
Community Support and Endorsement (Parents, Business, Industry, Labor)	10.	1	2	3	4
Job Market Information and Trends	11.	1	2	3	4
Career Guidance Training for Counseling Personnel	12.	1	2	3	4
Career Education Preservice Training in Colleges and Universities	13.	1	2	3	4
Funds to Local School Districts to Implement and Operate Career Education Programs	14.	1	2	3	4
Assistance to Local School Districts in Use of Local Funds for Career Education Implementation	15.	1	2	3	4

		Not Needed	Low	Medium	High
Assistance and Use of Local Funds for Career Education Implementation	16.	1	2	3	4
Plans and Procedures to Guide Career Education Implementation at School and District Levels	17.	1	2	3	4
Recruitment and Use of Community Resources	18.	1	2	3	4
State Education Department Leadership (e.g., exemplary products and materials, statewide meetings and conferences, newsletters, etc.)	19.	1	2	3	4
Workshop and Inservice Training for School Staff (Teachers, Specialists, Guidance Counselors, Administrators)	20.	1	2	3	4

BACKGROUND INFORMATION

Please indicate your responses by checking the appropriate boxes below.

43. What is the approximate student enrollment in your school district? (Check one.)

	21.
under 3,000	☐ 1
3,000 - 8,499	☐ 2
more than 8,500	☐ 3

44. For which of the following school levels are you a principal? (Check one.)

	22.
elementary	☐ 1
middle or junior high	☐ 2
high school	☐ 3
elementary and middle/junior high	☐ 4
middle/junior high and high school	☐ 5
all levels	☐ 6

(ID) 78-79

(END CARD 2) 80.2

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
199 Promenade Street, Providence, Rhode Island 02908

Thomas C. Schmidt, Commissioner

June 9, 1978

Dear Parent:

In order to develop a state plan for the implementation of career education, the Rhode Island Department of Education is conducting a statewide needs assessment survey. This survey will gather information on the status of student learning about careers as well as the attitudes and activities of selected adult populations who influence career education programs in the schools--teachers, guidance counselors, principals, parents, and business/industry and labor representatives.

You are one of the 300 parents across the state who is being asked to participate in this needs assessment. Your name was drawn from a list supplied to us by the Rhode Island Congress of Parents and Teachers. We are interested in identifying your perceptions--as a parent of school-aged children--about the role of career education in the school.

This needs assessment survey will produce extremely useful information to guide and direct the Rhode Island Department of Education's activities in the coming years. Please fill out the attached questionnaire and return it within the next two weeks in the enclosed self-addressed, stamped envelope. All questionnaires are anonymous. Thank you for your participation in this important educational planning effort.

Sincerely,

Thomas C. Schmidt

Thomas C. Schmidt
Commissioner

TCS:APT:AMC
Enclosure

RHODE ISLAND DEPARTMENT OF EDUCATION 1.6

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Parent Questionnaire

GOALS

The Rhode Island Career Education State Plan has identified the following ten student goals. After reading each goal, please do the following:

A. Rate how important it is for schools to help students achieve that goal:

From 1 = low importance to 5 = high importance

B. Rate how well you feel that goal is presently being achieved by students in your schools:

From 1 = low achievement to 5 = high achievement

Please indicate your responses by circling the appropriate number below:

	Importance (low … high)	Achievement (low … high)
1. Self-Awareness Students will develop a positive attitude toward self and others, an awareness of personal aptitudes, interests, abilities and values, and motivation to accomplish personal goals.	2. 1 2 3 4 5	3. 1 2 3 4 5
2. Career Awareness Students will develop a continuing awareness of occupational opportunities and relate these opportunities to personal aptitudes, interests, abilities and values.	4. 1 2 3 4 5	5. 1 2 3 4 5
3. Attitude Development Students will develop an understanding of the contribution of work to self-fulfillment and to society.	6. 1 2 3 4 5	7. 1 2 3 4 5

POLICY STUDIES IN EDUCATION
© 1978, 680 FIFTH AVENUE • NEW YORK, N.Y. 10019 • (212) 265-3350
A DIVISION OF THE ACADEMY FOR EDUCATIONAL DEVELOPMENT

		Importance						Achievement					
		low					high	low					high
4.	Educational Awareness Students will recognize the relevance of their educational and work experiences as a contributing part of personal career development.	8. 1	2	3	4	5		9. 1	2	3	4	5	
5.	Daily Living Skills Students will achieve sufficient economic understanding, consumer competency, and competency in the basic skills (computational skills, communication skills, interpersonal skills and psychomotor skills) required for daily living and adaptability to our rapidly changing world.	10. 1	2	3	4	5		11. 1	2	3	4	5	
6.	Stereotype Elimination Students will understand that their own career planning should not be limited by sex, race, age, and handicap stereotyping.	12. 1	2	3	4	5		13. 1	2	3	4	5	
7.	Information Students will have informational resources to enhance their career development, i.e., literature, audio-visual materials and kits, that are concerned with self-awareness, career awareness, career exploration, and decision-making skills.	14. 1	2	3	4	5		15. 1	2	3	4	5	
8.	Career Exploration Students will explore career possibilities to increase awareness and understanding of the occupational options available to them, and to explore in-depth various options that are of interest to them.	16. 1	2	3	4	5		17. 1	2	3	4	5	
9.	Career Planning and Decision-Making Skills Students will possess decision-making skills such as gathering information, weighing alternatives determining strategies and taking action, and also will be able to understand how various career options influence an individual's lifestyle.	18. 1	2	3	4	5		19. 1	2	3	4	5	

		Importance						Achievement					
		low					high	low					high
10.	Career Preparation Students will have academic, vocational, and personal skills which are consistent with their career interests and abilities, and will possess skills which will enhance job searching, job getting, job keeping and job changing opportunities.	20. 1	2	3	4	5		21. 1	2	3	4	5	

INVOLVEMENT

Please indicate your responses by checking the appropriate boxes below.

11. Last year (1977-1978), did you or any member of your family take part in career-related activities in the school, such as visiting a classroom to discuss your occupation with students?

22.
- yes . . . . . ☐ 1
- no . . . . . ☐ 2

12. Would you or any member of your family <u>be willing</u> to take part in such career-related activities in the school in the future?

23.
- yes . . . . . ☐ 1
- no . . . . . ☐ 2
- don't know . . . . . ☐ 3

13. Last year (1977-1978), did you or any member of your family attend committee meetings or serve on advisory councils to help establish school policy in regard to career programs for students?

24.
- yes . . . . . ☐ 1
- no . . . . . ☐ 2

14. Would you or any member of your family <u>be willing</u> to attend such meetings or serve on such councils in the future?

25.
- yes . . . . . ☐ 1
- no . . . . . ☐ 2
- don't know . . . . . ☐ 3

ATTITUDES

Directions: Please read each statement carefully. There are no right or wrong answers. Just circle the number which best describes how you feel about each statement.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
15. The quality of education would be raised by an emphasis on jobs and work. 26.	1	2	3	4	5
16. Schools cannot financially support career education programs because of increasing budget restraints. 27.	1	2	3	4	5
17. The goals of career education and vocational education are identical. 28.	1	2	3	4	5
18. Career education should be available to all students from kindergarten through grade 12. 29.	1	2	3	4	5
19. Most local business persons, tradespersons, industry workers, and professionals would help with a career program in the schools. 30.	1	2	3	4	5
20. The Federal and state governments should pay the full costs of career education. 31.	1	2	3	4	5
21. Elementary school is too early for a student to start thinking about career possibilities. 32.	1	2	3	4	5
22. "Hands-on" work experience should be included in every student's high school program. 33.	1	2	3	4	5
23. Career education should be taught by special career education teachers rather than by regular teachers. 34.	1	2	3	4	5

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
24. The school guidance department should carry the primary responsibility for career education. 35.	1	2	3	4	5
25. Instruction in basic skills should include a wide variety of practical or career applications. 36.	1	2	3	4	5
26. Career education seems suited only to a small portion of students. 37.	1	2	3	4	5
27. Many other school programs are more important for the students than career education. 38.	1	2	3	4	5
28. Career education information should be integrated in every subject of the school curriculum. 39.	1	2	3	4	5
29. The present high school vocational education courses teach students enough about the world of work 40.	1	2	3	4	5
30. As a vehicle for basic skills instruction, career education can strengthen students' achievement in reading and mathematics. 41.	1	2	3	4	5
31. Integrating career education into school subjects such as geometry, social studies and foreign languages would negatively affect the quality of instruction in those subjects. 42.	1	2	3	4	5
32. My schooling contributed greatly to my current knowledge about the the world of work and career choice. 43.	1	2	3	4	5

BACKGROUND INFORMATION

33. I currently have a child (or children) enrolled in school at the following level(s): (Check as many as apply.)

elementary	☐	44.1
middle school/junior high school	☐	45.1
high school	☐	46.1

34. What is the approximate student enrollment in your school district?

		47.
under 3,000	☐	1
3,000-8,499	☐	2
more than 8,500	☐	3

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
199 Promenade Street, Providence, Rhode Island 02908

Thomas C. Schmidt, Commissioner

June 9, 1978

Dear Business, Industry, or Labor Representative:

In order to develop a state plan for the implementation of career education, the Rhode Island Department of Education is conducting a statewide needs assessment survey. This survey will gather information on the status of student learning about careers as well as the attitudes and activities of selected adult populations who influence career education programs in the schools--- teachers, guidance counselors, principals, parents, business/industry and labor representatives.

You are one of the 600 business/industry or labor representatives across the state who is being asked to participate in this survey. Your name was randomly selected from membership listings of the Industry-Education-Labor Council of Rhode Island. As an employer and community representative, your participation in this needs assessment is very important. In many ways, you are in the best position to judge how well the schools are currently preparing youth for entry and change in the world of work.

This needs assessment survey will produce extremely useful information to guide and direct the Rhode Island Department of Education's activities in the coming years. Please fill out the attached questionnaire and return it within two weeks in the enclosed self-addressed, stamped envelope. All questionnaires are anonymous. Thank you for your participation in this important educational planning effort.

Sincerely,

Thomas C. Schmidt

Thomas C. Schmidt
Commissioner

TCS:APT:AMC
Enclosure

RHODE ISLAND DEPARTMENT OF EDUCATION 1.7

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Business-Industry-Labor Questionnaire

GOALS

The Rhode Island Career Education State Plan has identified the following ten student goals. After reading each goal, please do the following:

A. Rate how important it is for schools to help students achieve that goal:

From 1 = low importance to 5 = high importance

B. Rate how well you feel that goal is presently being achieved by students in your schools:

From 1 = low achievement to 5 = high achievement

Please indicate your responses by circling the appropriate number below:

	Importance (low … high)	Achievement (low … high)
1. Self-Awareness Students will develop a positive attitude toward self and others, an awareness of personal aptitudes, interests, abilities and values, and motivation to accomplish personal goals.	2. 1 2 3 4 5	3. 1 2 3 4 5
2. Career Awareness Students will develop a continuing awareness of occupational opportunities and relate these opportunities to personal aptitudes, interests, abilities and values.	4. 1 2 3 4 5	5. 1 2 3 4 5
3. Attitude Development Students will develop an understanding of the contribution of work to self-fulfillment and to society.	6. 1 2 3 4 5	7. 1 2 3 4 5

POLICY STUDIES IN EDUCATION
©1978, 680 FIFTH AVENUE • NEW YORK, N.Y. 10019 • (212) 265-3350
A DIVISION OF THE ACADEMY FOR EDUCATIONAL DEVELOPMENT

	Importance (low → high)	Achievement (low → high)
4. Educational Awareness Students will recognize the relevance of their educational and work experiences as a contributing part of personal career development.	8. 1 2 3 4 5	9. 1 2 3 4 5
5. Daily Living Skills Students will achieve sufficient economic understanding, consumer competency, and competency in the basic skills (computational skills, communication skills, interpersonal skills and psychomotor skills) required for daily living and adaptability to our rapidly changing world.	10. 1 2 3 4 5	11. 1 2 3 4 5
6. Stereotype Elimination Students will understand that their own career planning should not be limited by sex, race, age, and handicap stereotyping.	12. 1 2 3 4 5	13. 1 2 3 4 5
7. Information Students will have informational resources to enhance their career development, i.e., literature, audio-visual materials and kits, that are concerned with self-awareness, career awareness, career exploration, and decision-making skills.	14. 1 2 3 4 5	15. 1 2 3 4 5
8. Career Exploration Students will explore career possibilities to increase awareness and understanding of the occupational options available to them, and to explore in-depth various options that are of interest to them.	16. 1 2 3 4 5	17. 1 2 3 4 5
9. Career Planning and Decision-Making Skills Students will possess decision-making skills such as gathering information, weighing alternatives determining strategies and taking action, and also will be able to understand how various career options influence an individual's lifestyle.	18. 1 2 3 4 5	19. 1 2 3 4 5

		Importance						Achievement					
		low				high		low				high	
10.	Career Preparation Students will have academic, vocational, and personal skills which are consistent with their career interests and abilities, and will possess skills which will enhance job searching, job getting, job keeping and job changing opportunities.	20. 1	2	3	4	5		21. 1	2	3	4	5	

INVOLVEMENT

Please answer, by circling the appropriate number, the following two questions in relation to each of the six activities listed below:

A. Were you involved in that activity last year(1977-78)?

B. Would you be willing to be involved in that activity in the future?

		Did Last Year			Would Do in Future		
		Yes	No	Don't Know	Yes	No	Don't Know
11.	Visiting a classroom to discuss your occupation and field with students.	22. 1	2	3	23. 1	2	3
12.	Having your employees visit classrooms to discuss their occupations and fields with students.	24. 1	2	3	25. 1	2	3
13.	Allowing groups of students to visit your workplace to observe work being performed.	26. 1	2	3	27. 1	2	3
14.	Offering high school students work experience or work study opportunities at your place of employment.	28. 1	2	3	29. 1	2	3

		Did Last Year			Would Do In Future		
		Yes	No	Don't Know	Yes	No	Don't Know
15.	Advising teachers on the design of career-related curricula	30. 1	2	3	31. 1	2	3
16.	Attending committee meetings or serving on advisory councils to help establish school policy in regard to career programs for students	32. 1	2	3	33. 1	2	3

ATTITUDES

Directions: Please read each statement carefully. There are no right or wrong answers. Just circle the number which best describes how you feel about each statement.

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
17.	The quality of education would be raised by an emphasis on jobs and work.	34. 1	2	3	4	5
18.	Schools cannot financially support career education programs because of increasing budget restraints.	35. 1	2	3	4	5
19.	The goal of career education and vocational education are identical.	36. 1	2	3	4	5
20.	Career education should be available to all students from kindergarten through grade 12.	37. 1	2	3	4	5
21.	Most local business persons, tradespersons, industry workers, and professionals would help with a career program in the schools.	38. 1	2	3	4	5
22.	The Federal and state governments should pay the full costs of career education.	39. 1	2	3	4	5

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
23.	Elementary school is too early for a student to start thinking about career possibilities.	40. 1	2	3	4	5
24.	"Hands-on" work experience should be included in every student's high school program.	41. 1	2	3	4	5
25.	Career education should be taught by special career education teachers rather than by regular teachers.	42. 1	2	3	4	5
26.	The school guidance department should carry the primary responsibility for career education.	43. 1	2	3	4	5
27.	Instruction in basic skills should include a wide variety of practical or career applications.	44. 1	2	3	4	5
28.	Career education seems suited only to a small portion of students.	45. 1	2	3	4	5
29.	Many other school programs are more important for the students than career education.	46. 1	2	3	4	5
30.	Career education information should be integrated in every subject of the school curriculum.	47. 1	2	3	4	5
31.	The present high school vocational education courses teach students enough about the world of work.	48. 1	2	3	4	5
32.	My schooling contributed greatly to my current knowledge about the world of work and career choice.	49. 1	2	3	4	5

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
33. As a vehicle for basic skills instruction, career education can strengthen students' achievement in reading and mathematics.	50. 1	2	3	4	5
34. Integrating career education into school subjects such as geometry, social studies and foreign languages would negatively affect the quality of instruction in those subjects.	51. 1	2	3	4	5

BACKGROUND INFORMATION

Please check the appropriate boxes.

35. The community in which you work is: (Check one)

52.

- rural . . . . . ☐ 1
- small town. . . . . ☐ 2
- suburban (city fringe). . . . . ☐ 3
- urban (large city) . . . . . ☐ 4

36. In which of the following sectors do you work? (Check one)

53.

- business/industry . . . . . ☐ 1
- labor . . . . . ☐ 2
- government. . . . . ☐ 3
- the professions (law, medicine, architecture, etc.). . . . . ☐ 4

37. What is the approximate student enrollment in the school district where your place of employment is based? (Check one)

54.

- under 3,000 . . . . . ☐ 1
- 3,000 - 8,499 . . . . . ☐ 2
- more than 8,500 . . . . . ☐ 3

C. Identification of Nationwide Resources

The Education Information Service (EIS) within the Rhode Island Department of Education operates a comprehensive state education information system which links national, regional, and local resources of new and validated educational approaches to local educational agencies. It has dialog computer search capabilities using a teletype terminal located at the Rhode Island Department of Education and is able to interact with the extensive computerized data bank developed by Lockheed Information Retrieval Services in Palo Alto, California - with access to approximately 3 million documents in 30 different files. At the present time, EIS has collected over 1,500 documents in career education, and has provided the Department with the initial and continuing research necessary for the development of the State Plan for Career Education. Through ERIC searches, the State Plan project has received information on the following identifiers: career education, career development, career guidance, career counseling, career education advisory councils, needs assessments, education and work, community resources, inservice training, career education programs and practices, career education instructional materials, and elimination of sex-role stereotyping.

D. Development of Short and Long-Range Plans

Goal statements of the first draft of the Rhode Island Career Education State Plan were validated and/or updated by the results of the Statewide Career Education Needs Assessment (Spring, 1978). The goals for the five-year plan are:

1) To provide for the development and implementation of effective career education programs that support instructional improvement for all students in elementary and secondary schools in the state of Rhode Island.

2) To provide technical assistance for the development of career education at the local level.

3) To develop and implement a Career Resources and Counseling Center (CRCC) in at least one-half of the school districts in Rhode Island.

4) To provide in-service training in career education for administrators, teachers, and counselors in at least one-half of the school districts in Rhode Island.

5) To provide leadership for facilitating the partnership efforts between the business-labor-government community and education.

6) To provide means for special groups, including the handicapped, the educationally disadvantaged, and talented and gifted students to engage in career education activities.

7) To provide an awareness to eliminate stereotyping of career opportunities by sex, race, age, and handicap.

8) To provide for the involvement of the home and family structure in career education.

The goals were operationalized in terms of one-year objectives which correspond to each goal statement. It is intended that the accomplishment of the objectives for each year of the plan will complete each goal statement by year 1982-1983.

The objectives that were developed to correspond to the goal statements were prioritized. The objectives with the highest priority rating were isolated and a sequential format was developed for each of them in order that they would be carried out through the duration of the five-year plan.

In order to accomplish the goals and objectives of the plan, strategies have been identified. Each strategy represents a variety of ways in which students, parents, educators, resources, and community can be utilized to aid in the achievement of the State Plan's goals and objectives. The five major strategies which have been identified for the implementation of career education in Rhode Island are:

1) Leadership by the Rhode Island Department of Education
2) Career Resources and Counseling Centers
3) Developing Collaborative Relationships between Business-Labor-Government and Education
4) Rhode Island's Experienced-Based Career Education Model
5) Parent Training Programs

10. Evaluation

a. Advisory Coucil

The Advisory Council's representation is broad and is reflective of people involved with schools and community.

The Advisory Council's Core Planning Group aided the organization and development of the Statewide Career Education Needs Assessment. The input provided by the Core Planning Group was utilized by Policy Studies in Education to develop the final questionnaire for students, teachers, guidance counselors, principals, parents, and business-industry-labor.

b. Needs Assessment

The design of the statewide needs assessment was to validate and/or update the needs, goals, and objectives of the first draft of the Rhode Island Career Education Plan by comparing its results to the prior year's outcome.

The results of the statewide assessment successfully provided the information necessary to revise the State Plan into a document with a constructive basis for career education (refer to page 6).

c. Resource Identification

The career education resource identification document is still in working draft form. Plans indicate that this document will be utilized in the future as the basis for a resource guide that will be disseminated to local educational agencies.

d. Short and Long-Range Objectives

The short and long-range objectives as presented in the Rhode Island Career Education Plan are appropriate at this time due to the results of the statewide needs assessment.

At the end of each Plan Year, the Rhode Island Department of Education will assess the year's efforts and recommend refinements/changes to be utilized in the succeeding Plan Year.

e. Dissemination Strategies

In order to enhance knowledge of career education efforts nationally and the development of the Rhode Island Career Education Plan, a career education communications network was established. Each local educational agency designated a career education contact person.

The State Coordinator periodically informed LEA contact persons about State Plan career education efforts and developments.

Information about the State Plan was disseminated through various meetings, workshops, and conferences of:

The Rhode Island Council for Occupational and Career Education

The Rhode Island Career Education Association

The Rhode Island Personnel and Guidance Association

National Association of State Boards of Education/Rhode Island Department of Education Career Education Conference

f. Program and Fiscal Management

1. Program Management

The tasks of the project were completed, resulting in the development of the Rhode Island Career Education Plan.

2. At the conclusion of the grant period all funds, $45,000, were expended. The delay in receiving our needs assessment results affected our timelines, and Department staff completed the project accordingly.

11. Proble and/or Changes in Project Scope

The major problem encountered was obtaining the results of our statewide career education needs assessment. The results were due September, 1978 in final report form from our contractor Policy Studies in Education. Although our contract called for the results to be delivered by September, 1978, we did not receive them until April, 1979 and did not receive the supplementary report and assessment progress reports until August, 1979. The results of the needs assessment was the basis of the development of the Rhode Island Career Education Plan and unfortunately placed the project months behind schedule.

12. Dissemination Activities

In order to communicate information about the development of the Rhode Island Career Education Plan each LEA's career education contact person was informed periodically about efforts and developments.

Information about the State Plan was disseminated through various meetings, workshops, and conferences of:

The Rhode Island Council for Occupational and Career Education

The Rhode Island Career Education Association

The Rhode Island Personnel and Guidance Association

National Association of State Boards of Education/Rhode Island Department of Education Career Education Conference

Copies of the completed Rhode Island Career Education Plan are in the process of being duplicated for distribution.

13. Special Activities

The Career Education Coordinator and the Department's Sex Equity Specialist have been planning strategies that will effectively reduce sex bias and sex-role stereotyping in regard to the Rhode Island Career Education Plan.

Planning efforts are underway to examine ways in which adult education and career education efforts interface. Particular interest currently centers around the development of Career Resources and Counseling Centers.